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ABSTRACT

Three issues of "The Forum," a publication of the New York State Federation of Chapters of the Council for Exceptional Children, feature articles on the topics of technology in special education, early childhood special education in New York, and education of migrant handicapped youth. Titles and authors of articles include: (1) "Technology in Special Education in New York State: A Report of a Survey of Programs for the Handicapped" (J. E. Fleischner); (2) "Word Processing for the Learning Disabled: Instructional Considerations" (J. P. Luchow and M. White-Edgar); (3) "Examination of Evaluation Criteria Used to Judge Courseware by Both Special and General Educators" (M. M. Sayer); (4) "The Equalizer-Technology for the Low Incidence Child" (M. S. Singer and M. E. Foley-McInerney); (5) "Early Childhood Special Education in New York State: A Historical Perspective" (F. P. Connor and A. D. Andelman); (6) "Securing Services for Young Children with Handicapping Conditions" (L. C. Gloeckler); (7) "The Status of Preschool Special Education in New York State" (L. C. Gloeckler); (8) "Developing Quality Early Intervention Programs--Suggestions for the Practitioner" (A. L. Toole); (9) "Early Childhood Special Education Professions: A Look at Competencies of Practitioners" (R. F. Gold and P. W. Lazarus); (10) "Parents and Preschool Programs" (J. S. Bloch); (11) "The Interdisciplinary Educational Team" (M. Seitz); (12) "Advocacy for Access and Equity Is 'Special Education' for Migrants" (B. Martinage); (13) "Assessing the Language Skills of Limited English Proficient (LEP) Migrant Handicapped Students" (C. Coballes-Vega and S. J. Salend); (14) "The Migrant Parent-Tutorial-Project Benefits Migrant Handicapped Pre-School Children" (P. A. Ward); (15) "Career Education for Migrant Handicapped Youth" (M. H. Taylor and I. M. Pitts); (16) "The Warwick Valley Migrant Education Program" (A. L. Hershman); and (17) "A Migrant Student's Plea" (B. Martinage). (CB)

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President's Message

Our state conference "The Challenge of Technology", held at the Concord Hotel in October, was an extremely worthwhile experience for all who attended. It offered the novice and the more advanced computer user opportunities for gaining and enlarging upon their knowledge of how technology is influencing each and every person in this country—especially the special populations we serve. Our keynote speaker, Mr. Edward Cain indicated the ". . .tools of technology must be used by the special education population or they will be the peasants of the future". Dr. Mark Friedman, a featured speaker from Carnegie—Mellon University and researcher in robotics, demonstrated the potential for normalization that technology affords us now. Mr. Cain and Dr. Friedman significantly contributed to our understanding of the state-of-the-art in technology and its future potential. Each and every presenter who unstintingly shared their methods and computer application models for the classroom enriched us, as well.

We are very grateful to all the members of the Federation who labored so diligently to make the Consortium Convention a quality conference! Hopefully more of you will be able to attend next year's conference at the Concord Hotel, again a consortium effort, on November 7-10, 1986.

New York State Federation has a new division! The Division of Career Development has received its official charter. Many thanks to the organizers of this division and best wishes to all its members.

I am pleased to announce that Mrs. Sally Quinby's name has been submitted as a nominee for Governor-at-Large. This action was taken by your executive board at its last meeting in October. The Governor-at-Large is a national CEC Executive Committee member. Mrs. Quinby presently is the NYS Federation's Past President and a very committed person to the mission of CEC which is "to promote the adequate education of exceptional children". It's exciting to have someone interested in running for national office again and we will keep you informed on this matter. New York was where CEC all began some fifty years ago and we intend to continue to be involved on the national level. For example, I believe we have many candidates in our state for the Clarissa Hug Teacher-of-the-Year Award and invite you to identify them to your federation board by filling out the form on the following page.

Congressman Mario Biaggi was officially recognized by our federation at the Northeast Regional Coalition Conference on January 24th and 25th, 1986, at Teachers College, Columbia University. He has earned a reputation for championing the rights of special populations over the years. I urge you to support his latest undertaking on behalf of the Gifted and Talented, House Bill HR3263. Please write your congressperson to become a co-sponsor of the bill.

I do look forward to seeing many of you in New Orleans during the national CEC convention from March 31, 1985-April 4, 1986. Remember to visit with us in the New York Federation Hospitality quarters. However, until then, please be assured that your NYS-CEC Federation Board hopes you will share your concerns and achievements in special education. We've come a long way but we also know we've still got a way to travel in fulfilling the promise of PL94.192—enacted ten years ago!

Technology in Special Education— Are Handicapped Students Part of the Revolution?

It is frequently said that we are living through a period of change which will affect our lives and those of our children, as dramatically as the industrial revolution affected the lives of our parents and their parents. The "information age" is upon us and each day seems to bring a new miracle. Cars talk to us, reminding us to remove keys, to check oil, to lock doors. Electronic timers keep track of appointments; watches serve as alarms, calendars and calculators. Inexpensive hand-held calculators, powered by light, perform arithmetic functions that only several years ago were difficult for room-sized computers to accomplish. Technological advances permit lasers to assist in surgical procedures and to read universal marking codes so that prices of products in supermarkets can be transmitted electronically to cash registers. The wonders of technology surround us!

Schools have not been exempt from this revolution. Throughout the past decades, various forms of technological innovation have offered promise of sweeping changes in how we educate children. For instance, it was expected that television would revolutionize the classroom, making "master teachers" lessons available to many students simultaneously. While it cannot be denied that television has had substantial impact on education, the basic patterns of teaching have not been altered dramatically by its presence in the classroom.

Within the past decade, though, microcomputers have been introduced into schools and they *do* promise to change the very face of the school. As computers become more powerful, less expensive, more versatile and easier to use, more and more teachers are turning to them to assist in very important aspects of instruction and classroom management. Those who have watched the infusion of computers into school programs often remark that the first microcomputer is purchased because a single teacher has advocated for it. These observers have documented the fascination that students have with the computer; even drill and practice routines which would receive scant and grudging attention if presented on paper seem to stimulate students' willing engagement.

Computers and related technology offer special promise in the education of handicapped students. None of us need be reminded that record keeping in special education is more complicated than it is for nonhandicapped students. Complying with mandates regarding provision of special education services requires extremely careful documentation at all phases of service delivery. The very essence of special education today is the IEP which requires that we specify the goals (purposes) of the special education program for a student, and that we state in behavioral terms the objectives of that program. We are required to monitor the extent to which objectives are met, to prepare progress reports, and of course to update the IEP at regular intervals. Many teachers and program administrators have turned to the computer for assistance in streamlining this process.

Instruction of handicapped students can be facilitated through use of the computer, too. It has been said that the computer is an endlessly patient teacher, never boring of a student's repeated trials to mastery. It also seems to be a compelling teacher, capturing the attention of otherwise unwilling students. The computer can detect patterns of systematic error which reveal conceptual misunderstanding, can tutor students, can provide iconic representation of difficult concepts.

Technology also offers assistance to the handicapped in many activities of daily life. For instance, electronic and computer-based augmentative communication devices give the power of speech to nonvocal physically handicapped individuals. The Kurzweil Reading Machine permits visually impaired individuals to achieve independence in reading regular print. Through the use of special equipment, hearing impaired individuals can use telephone lines to communicate with others.

It can be argued that teaching handicapped students to use existing and emerging technology ought to be a central mission of special education programs. The articles in this issue of *The FORUM* deal with various aspects of technology in the education of the handicapped. These issues range from the extent to which special education programs in New York have technologically advanced equipment available, to concerns about selection of software programs for use with handicapped students to descriptions of how computers are being used to benefit handicapped students.

Technology in Special Education in New York State: A Report of A Survey of Programs for the Handicapped

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This article summarizes findings of a survey of programs for the handicapped in New York State which sought information about availability and patterns of use of computers and other technologically advanced equipment. Programs for the handicapped in public schools, private schools and BOCES were sent questionnaires designed to elicit such information as whether they had access to computers and appropriate software programs, how the acquisition of this equipment had been funded, and whether their teaching staff had received training in computer use. In addition, questions particularly relevant to certain groups of handicapped students were addressed. Differences in access to computers were found between groups of handicapped students, and between public, private of BOCES programs.

ACKNOWLEDGEMENTS

The author is grateful to the New York State Education Department, Office for Children with Handicapping Conditions, which supported this research and provided valuable technical assistance. I was ably assisted by several doctoral candidates in the Department of Special Education at Teachers College at various times during the project, and would like to thank Susan Provenzano, Charles Smith, Susan Keresztenyi, and Charles Raynolds for their help. Dr. James Twaite provided very helpful assistance in analysis of the data.

INTRODUCTION

There has been burgeoning interest in applications of technology in education in general, and in special education in particular, over the past decade. The first uses of computers to assist educational efforts were reported in the 1960's, and relied on large, expensive mainframe computers which were accessed by terminals. The limitations of the technology, and the expense of both the computers and the connect time led to the false conclusion among some educators that computer applications in education were without great merit. The advent of the microcomputer, or "home computer" in the mid-1970' wrought a revolution in computer availability and usage. With the costs of computers vastly reduced, the ease of operation greatly increased, and their use becoming widespread in the society, there was renewed interest in the uses of computers in education. For instance, administrative functions were found to be facilitated by computerization; scheduling of student classes, student transportation, and teaching assignments is easier to do with computer asistance than without. Student record keeping, including attendance, grading, and monitoring of progress, is made simpler with the computer's help. Since education is, in part, a business with the same needs for forecasting and budgeting as any other business, school administrators have come to find the computer useful in conducting the business aspects of schooling.

It is in the realm of instruction that the computer offers untold promise, however, Bloom (1984) contends that tutoring is the most effective form of instruction, but is not cost effective in a society committed to universal education. If cost effective tutoring could be provided, the achievement levels of our students could be increased immeasurably. Computer assisted instruction (CAI) offers this opportunity. Furthermore, the computer, through its capacity to simulate real situations, provides opportunities to exemplify abstract concepts, to make clear complex interactions in the natural and social sciences. Through these simulations, students can have learning experiences that heretofore were largely unavailable. And, as the computer's power is harnessed for educational purposes, new technologies offer even greater promise. For instance, computer controlled interactive video technology may permit individualization of lessons, with the capacity to review, and to have particular concepts illustrated for particular students. This technology is far from ready for everyday application, but in experimental settings, has shown its worth (Thorkildsen, Allard & Reid, 1983).

Computer based technology has been beneficial to handicapped individuals by serving as an information processing prosthetic. The Kurzweil Reading Machine (KRM) comes instantly to mind as a remarkable example of how the computer can aid the blind. The KRM utilizes a sophisticated program of symbol recognition to decode printed material. Through an encoding program, and by using synthesized speech, the KRM actually reads printed material to individuals who cannot read print. The availability of the KRM marks a milestone of liberation for the blind, who now have the potential to access any printed material at any time, without waiting for braille transcriptions, tape recordings, or the availability of a reader. Physically handicapped individuals also can enjoy new freedom as computer-based communication and environmental control systems become available to them. Many physically handicapped individuals cannot use speech as a communicative mode, and lack the motor ability necessary for handwriting. Microprocessor based communication systems offer a means of communication unparalleled in the past. Special switches can be affixed to microcomputers, as well as to other objects, which make them accessible to physically handicapped persons who lack the strength or dexterity to use ordinary switches.

Several studies have revealed that there has been a very rapid increase in the use of computers in schools (Bork, 1979; Morin, 1984). For instance, a survey conducted by researchers at Johns Hopkins University in 1983 revealed that 86% of public school districts in the country reported that they used microcomputers in some aspect of the educational enterprise. This figure of 86% was more than double that found in a similar survey conducted in 1981, when only 41% of the school districts reported that they used microcomputers. The increased use of computers in the schools is reflected in increasing interest in how microcomputers can be used in special education. A number of recent publications attest to the growing enthusiasm of special educators for computer applications to serve handicapped students (e.g., Behrmann, 1984; Blaschke, 1985; Hagen, 1984; Taber, 1983). However, little has been known regarding the actual availability of microcomputers and other types of assistive devices in special education programs for handicapped children. The purpose of this article is to report findings of a study conducted in an effort to determine the state of the art in New York regarding applications of microprocessor and microcomputer based technology in special education programs for handicapped students. The study was guided by these research questions:

1. To what extent are computers available for administrative and instructional use in special education programs in New York State?
    - —Are there differences in reported availability of computers in public school programs, private school programs, and BOCES programs?
    - —Are there differences in reported availability of computers in programs serving different populations of categorically classified students?
2. How was the purchase of computers supported in special education programs in New York State?
3. How was computer software acquired for administrative and instructional use in special education programs in New York State?
4. What percentage of teachers in special education programs have received training in computer use, and how has this training taken place?
5. Do special education programs for the physically handicapped have technologically advanced adaptive and communicative equipment available for their students?
6. Do special education programs for the visually impaired have technologically advanced reading devices and mobility aids available for their students?
7. Do special education programs for the hearing impaired have telecommunication devices available for their students?

METHODS AND PROCEDURES

Survey Questionnaires

The purpose of this study was to explore the extent to which educational programs for the handicapped in New York State had access to and employed state of the art technology. In general, the technology of interest was either microprocessor based, or microcomputer based. Because a review of literature revealed that different groups of handicapped individuals might be expected to benefit differentially from different applications of technology, four separate questionnaires were constructed to reflect uses appropriate to the various types of handicapping conditions. One survey instrument contained items appropriate for special education programs for physically or multiply handicapped (P/MH) students, one for special education programs for blind and visually impaired (VI) students, one for deaf and hearing impaired (HI) students, and one of special education programs for learning disabled, emotionally disturbed, and mentally retarded (LD, ED, and MR) students. These groupings were based on findings in the literature, which suggested that microprocessor based technology might have different applications for individuals with physical and/or sensory impairment, than for those with cognitive or behavior disorders.

The questionnaires were designed to elicit relevant demographic information, and to identify the numbers of microcomputers in use in these special education programs, for what purposes, and with what software programs. In addition, information was sought regarding how technical assistance was provided (and by what agencies or individuals), how funds were secured to purchase computers, and how staff training was conducted. It was of general interest to know how microcomputers were used in the administration of special education programs, how their purchase was funded, how CAI was used, and how staff training was accomplished regardless of the handicapped group for which special education was provided.

Information regarding equipment and instructional devices appropriate for the various groups of handicapped students was also requested on the questionnaires. The questionnaire distributed to programs for physically and multiply handicapped students asked about adaptive feeding devices, alternative mode of communication devices, and wheelchairs, for instance, while questionnaires distributed to programs for students with other types of handicaps did not ask for this specific information. In this way, the information requested was tailored to the technological innovations which the literature had suggested were most beneficial to different handicapped groups. Thus, only the questionnaire distributed to programs for the visually impaired asked about special reading devices; only the questionnaire sent to programs for the hearing impaired asked about specially adapted telephones, and so forth.

Selection of Respondents

The question arose as to whether to construct a sample, or whether to survey the population of programs for handicapped students in New York State. The decision was made to survey the population, within certain constraints.

Information was obtained from the New York State Education Department, Bureau of Educational Information Services, regarding the numbers of students classified as handicapped, and receiving special education services, in each school district in New York. This information is reported annually by every local education agency in the state, and is summarized by the State Education Department, and reported as a summary by district and by Board of Cooperative Educational Services (BOCES) of the tally of pupils with handicapping conditions. Because PL 98-199 requires states to report numbers of handicapped students according to categorical classifications established in PL 94-142, the data provided were broken down in this way, although New York State at the time of this survey was in a transition period from a categorical service delivery model to the current non-categorical service delivery model. In addition, a source book listing all non-public schools authorized to provide special education to handicapped students at public expense was obtained from the State Education Department, Office for Children with Handicapping Conditions. This source book categorized the school programs by county, and indicated the types of handicapping condition for which each school was authorized to provide an educational program for eligible students. A listing of all state operated or state supported schools for handicapped students (4201 schools) was also obtained from the State Education Department, Office for Children with Handicapping Conditions.

These information sources were reviewed in order to identify only those programs which served five or more students of a given categorical classification. Questionnaires were sent only to those school districts, BOCES, or private schools which served five (5) or more students similarly categorically classified. For example, a school district which reported 15 students classified as learning disabled, 8 classified as mentally retarded, 6 classified as emotionally disturbed, 3 classified as deaf or hard of hearing, 2 classified as physically handicapped, and none classified as visually impaired or multiply handicapped received only the questionnaire covering learning disabilities, mental retardation and emotional disturbance, since there were not five students classified in any of the other categories. Similarly, a state supported school for the hearing impaired received only the questionnaire deaf and hearing impaired students.

Distribution of the Questionnaires

The questionnaires were mailed to respondents at the beginning of April, 1984. They were included in a packet which contained an explanatory cover letter and a self-addressed, stamped envelope for returning the completed questionnaire.

A slightly different procedure was used in distributing questionnaires in New York City. Since some programs are offered on a regional basis, with regions roughly contiguous with the boroughs of the City, and some (those for low-incidence populations) are provided on a city-wide basis, questionnaires were distributed either to the directors of regional offices, or to directors of individual programs for low-incidence populations.

Mailing labels were prepared, addressed to the Director of each private school for the handicapped in New York which was to receive a questionnaire.

These included state operated and state supported schools (4201 schools) and private schools operated by agencies or individuals (853 schools).

As responses were returned, they were checked against the master distribution list. Six weeks after the initial mailing, a follow-up letter was sent to non-respondents. During subsequent months, non-respondents were contacted by telephone in an effort to ensure that correct determinations had been made regarding populations served, and to increase response rate. As necessary, new questionnaires were mailed to districts and to individual schools.

Response Rate. Response rates varied among the four questionnaires. In general, there was a higher response rate from respondents serving low-incidence populations (i.e., VI, HI, and P/MH) than from respondents serving high-incidence groups (i.e., LD, ED, and MR). Overall response rate was approximately 59%.

Treatment of the Data. As responses were received, they were coded and checked against the master distribution list. A cut-off date was selected (December 1, 1984), and only those responses received by then were tabulated.

The questionnaires were reviewed, and actual responses entered into response categories established for that purpose. Data were formatted for statistical analysis, using the Statistical Package for the Social Sciences (SPSS) on the Teachers College mainframe computer, a DEC 2060 system.

FINDINGS AND DISCUSSION

Findings of the survey are summarized here in answer to the general research questions which guided the study. Findings are reported for each population, since patterns of availability and use of computers differed markedly among the populations.

Availability of Computers

Reference to Table 1 reveals the patterns of availability of computers for each group of handicapped students. It can be noted that the population of students who are hearing impaired enjoy a reported greater availability of computers than do the other populations of handicapped students; 72% of respondents in HI programs report availability of computers, in contrast to 42% of the P/MH and LD, ED, and MR programs, and 32% of the VI programs. When analysis was done of availability of computers among LD, ED and MR students, it was found that LD students were reported to have greater access to computers than were students classified in either of the other two groups.

Table 1

Number & Percent of Responding Programs Reporting Availability of Computers; by Classification Category

Type of Program	Total Number of Students Served	Number and (Percent) with Computers	Number and (Percent) Using Computers for Administration	Number (Percent) Using CAI
Visually Impaired N = 28	1,301	12 (43%)	12 (43%)	9 (32%)
Hearing Impaired N = 38	2,182.	27 (71%)	24 (63%)	26 (68%)
Physically/Multiply Handicapped N = 73	4,358	45 (62%)	35 (48%)	31 (42%)
LD, ED & MR N = 360	45,123	246 (68%)	137 (38%)	152 (42%)

[1] It should be noted that "availability" was defined as a report of at least one computer or computer terminal. This definition obtained regardless of size of program.

In an effort to determine how computers were used in these programs, separate analyses were done on administrative and instructional uses. Table 1 summarizes the number and percent of responding programs which report that computers are used for these purposes. Again, discrepancies are noted among the populations which are consistent with overall availability of computers. The most commonly noted administrative uses of computers for all respondents were: 1) word processing; 2) maintaining student records; and 3) monitoring due process requirements. Computer Assisted Instruction represented the most common instructional use of microcomputers for all populations.

Reference to Table 2 reveals that there are divergent patterns of computer availability in the three types of programs: those in public schools, in private schools, or sponsored BOCES. There may be wide differences in availability of computers to students similarly classified, depending on whether they are placed in a program in a public school, private school, or sponsored by BOCES. For instance, all respondents in private school programs for the hearing impaired (almost entirely composed of 4201 schools) indicated that they regularly used computers in their programs. Just more than ⅓ of programs for the hearing impaired in public schools reported that computers were used in their programs. Responses regarding access of hearing impaired students to "mainstream" computing facilities suggest that hearing impaired students in public school programs have substantially less opportunity to benefit from the advantages that computers may provide than do students in privately sponsored programs. Furthermore, data summarized in Table 2 suggest that programs for some groups of handicapped student (i.e., ED, LD, and MR) have considerably greater access to computers than do programs for other groups of handicapped students. One of the limitations of a survey study of this type is that one cannot interpret this to mean that individual students have differential access to computer technology based on classification status. However, these data suggest the need for careful monitoring of access to appropriate technology for *all* students.

TABLE 2

Percent of Programs Reporting Regular Use of Microcomputers by Teachers and Staff, by Program Type

Population Served	Program Type		
	Public	Private	BOCES
VI	46%	33%	60%
HI	35%	100%	63%
ED, LD, MR	96%	96%	100%
P/MH	35%	38%	69%

It should be noted that these data reflect responses to the question of whether teachers and/or administrative staff use microcomputers or terminals on a regular basis.

2. How was the purchase of computers supported in special education programs in New York STate?

There was a high degree of consistency in patterns of responses on the four questionnaires. Regular budget allocations were reported to be the most common source of funding for acquisition of computers by most respondents. The second most frequently reported source was Federal funds. Many programs indicated that Chapter 1 or PL 89-313 monies had been used to support computer purchases. Very few computers were acquired through other sources, such as corporate gifts, or donations from parent organizations.

3. How was computer software acquired for administrative and instructional use in special education programs in New York State?

The pattern of acquiring software is fairly consistent across groups with the majority of respondents reporting that software is purchased from commercial vendors. The next most common pattern for acquiring software involved borrowing it from BOCES, or from other programs in the school.

4. What percentage of teachers in special education programs have received training in computer use, and how has this training taken place?

Table 3

Percent of Teachers in Programs for Handicapped Students Trained in Aspects of Computer Use, by Categorical Classification

Population Served	Aspect of Computer Use			
	Comp lit	CAI	Programming	CMI
VI	35%	25%	10%	7%
HI	66%	63%	42%	20%
EDLDMR	57%	53%	37%	
P/MH	46%	44%	28%	14%

Overall, approximately 58% (about half) of all respondents indicated that at least some teachers were trained in computer literacy, 45% indicated that at least some teachers were trained in CAI, and 34% said that at least some teachers were given programming training. The method of training was remarkably consistent across groups, with the majority coming through inservice training sponsored by the programs, followed by consultants, BOCES, and college courses (in that order).

5. Do special education programs for the physically handicapped have technologically advanced communicative and adaptive equipment available for their students?

It was expected that programs would report the availability of electronic communication devices, either computer based or portable. Therefore, it was surprising to find that only very few students are reported to be using computerized augmentative communication aids. Provenzano (1986) reports that a total of 2,491 students from 56 programs were reported to be communicatively handicapped. Approximately 22% are currently using augmentative communication aids in school. Of the total reported to be using augmentative aids, 13% are using nonelectronic aids, 7% use simple electronic aids, and less than 2% (a total of 4 students) were reported to be using computerized aids interfaced with environmental control systems or other special purpose equipment. Three of the four students attend private school.

Similar findings obtained with regard to computer based and other electronic adaptive equipment. For instance, a very small percentage of physically handicapped children who are dependent on wheelchairs have motorized chairs; very few programs report that they have electronic feeding devices which would permit students with impaired mobility to achieve independence in this important area.

6. Do special education programs for the visually impaired have technologically advanced reading devices and mobility aids available for their students?

Of the 28 programs for the visually impaired which responded to this survey, only 3 reported having access to a Kurzweil Reading Machine; 12 had at least one Optacon Reader; 15 had a CCTV system (such as Visualtek or Apollo); 5 had paperless braillers; and 15 had talking calculators. All programs reported using Talking Books, either on record or on audio tape.

Only one program reported that it taught students mobility skills using laser cane or sonic guide. Based on information in the literature which indicates the tremendous potential of present technology to improve the lives of visually handicapped individuals, surprisingly few programs in New York seem to have the necessary equipment available so that they might teach visually impaired students to use it effectively.

7. Do special education programs for the hearing impaired have technologically advanced adaptive equipment available for their students?

Recent advances in electronic communication devices have provided individuals with hearing impairment the opportunity to enjoy telephonic communication. TTYs, or teletypewriters, permit messages that are typed to be trasmitted telephonically to anyone with an appropriate transcoder. Most microcomputers can serve as a TTY, if coupled with a modem and appropriate communication software. DEAFNET is an electronic communications network with news of special interest to the hearing impaired, which has the capacity to permit exchange of "mail" electronically. It was surprising to find that only 2 of the 38 programs responding subscribed to DEAFNET, and that only 4 indicated that they had TTYs, whether computer based or otherwise.

About 85% of the programs reported that they had "low-level" technological aids, such as filmstrip projectors, TVs, and other visual-media devices. About 75% had FM amplification systems, and 18% had amplified telephones, although only a few programs offered special training in telephone use to their hearing impaired students.

Conclusion

There is general consensus in the literature that existing (and emerging) technology can be used to benefit handicapped individuals in a number of important ways. It can be argued that special education programs for handicapped students should be preparing them to use technology in appropriate ways. However, if this goal is to be achieved, special education programs must have technologically advanced equipment available. This is true with regard to computers, augmentative communication aids, mobility devices, or amplification systems. The purpose of this study was to survey the extent to which special education programs in New York had this equipment available for administrative and instructional purposes.

The data reported here suggest that there are relatively wide disparities among programs, which seem to be related to program type (public vs. private vs. BOCES), and to the type of handicapped student served (LD, ED, MR vs. P/MH vs. VI vs. HI). A study of this kind raises as many questions as it answers, for many important variables don't lend themselves to investigation through survey techniques. For instance, relatively little is known about the administrative leadership of the programs; whether or not a particular individual associated with a program may have become a convert to a "high-tech" life, and with enthusiastic zeal, taught colleagues to use the appropriate technology. Informal conversations with teachers suggest that avenues such as these often represent the ones that lead to development of an agenda within a program designed to introduce appropriate technology to handicapped students. It can be said, though, that all of us who work on behalf of handicapped students should be aware of the vast promise that technology offers to improve the learning and the lives of our students. We must be receptive to technological innovation, be unafraid to learn to use technologically advanced equipment ourselves, and advocate for its appropriate inclusion in programs for our students.

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Word Processing for the Learning Disabled: Instructional Considerations

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Although much hearlded in the current literature in special education, the use of word processing to aid the writing of learning disabled students does not appear to have as wealthy a data base to support such exuberance at the present time. This article reports on a study which takes a rather pragmatic approach in asking what skills must a learning disabled student have or be taught in order to fully realize his/her potential as a writer using this new technology.

> Unsubstantiated contentions abound. Not the least of which are unqualified claims of the wonders of word processing. . .While there appear to be considerable benefits of integrating word processing into the composition instruction of persons with learning disabilities (Degnan and Hummel, 1985), the research to support such claims is still emerging (Hummel, 1985).

The concept of using microcomputer word processing as a learning tool is gaining wide acceptance in special education, especially for the learning disabled. The following statement by Behrman (1984) is typical of the latest texts:

> Many child with mild and moderate disabilities have difficulty with written language. The struggle with pencil and paper tasks is very real for this population. . With the advent of microcomputers in the educational system this pencil and paper blockade can be lessened or eliminated. Word-processors can help learning handicapped children to communicate, through a written product their thoughts or ideas (p. 95).

Current literature is fraught with statements commending the efficacy of the microcomputer as a word-processor. Yet, the same literature offers little, if any, empirical support for the claims. For example, if it is a given that many LD students with poor handwriting have visual-motor coordination problems, why would it follow that when exposed to a computer keyboard their ability to type would not also be affected by the same disability.

Further, significant differences in word processing programs have not been made clear to the field. For example, in describing a word processing training program Kerchner and Kistinger (1984) state that the "Bank Street Writer" allows that user to print a draft copy. However, no where in the article is it mentioned that this program must have been used on an Apple computer. If this program were to have been used on the IBM-PC making a draft copy would not have been possible since this option is not available on that hardware with the "Bank Street Writer" program.

A Pilot Study

Following the research of Deshler (1978) and Alley and Deshler (1979) on the writing disabilities of LD high school students, the present study examined the use of the microcomputer as a word processor to improve the writing of LD college students.

For the LD student the task of rewriting, specifically revising and editing, can be difficult and painful. Smith (1982) states that rewriting is "the writer's own response to what has been written." Revision is the reworking of a text as the writer finds elements that require or warrant modification. Editing is the polishing of the text to make it appropriate for the reader (Smith, 1982).

The purpose of the study was to determine if training a randomly selected group of ten (10) LD college students to use the "Bank Street Writer" word processing program on an IBM-PC computer would improve the writing scores on three writing samples over a group of LD college students (10) using a traditional pencil and paper approach. Since the students using the computer could produce their products on a printer, the essays of the control group were given to a typist. All typed essays were then given to a team of scorers who were trained to use the CUNY procedures for holistic scoring (6 is highest, 1 is lowest, 4 is passing).

After determining sufficiently high interrater reliability, the essays were scored. The mean score for the microcomputer group was 3.3, while the mean score for the experimental group was 3.03. A t-test revealed that the difference between the means was not statistically significant and on-the-average both groups failed the assignment.

Despite the lack of support for the hypothesis of the study, a number of non-data based observations must also be reported:

1. Defining the adult LD population is difficult.
2. Many of the subjects in this study had no experience with a typewriter. Thus, there was a certain resistance to learning about and using the microcomputer.
3. Adult LD's whose fine motor coordination was impaired for pencil and paper tasks were no less impaired when it came to manipulating the keyboard of the microcomputer.
4. Adult LD's with reading difficulties, which is one of the most common problems, found the Guidebook to the word-processing program (The Bank Street Writer) extremely difficult to understand, even after training.
5. The word-processing program itself, may have been a problem in its ease or difficulty to use.
6. The attitude of students came into play in regard to willingness to learn a new technique, the willingness to keep appointments at the Computer Center, and the belief that this experience would be of any benefit. A pattern described in the LD literature as "learned helplessness" (Luchow, 'et al'., 1985) seemed to emerge during the training.
7. Similar to the findings of Bridwell (1980), when corrections were made on the essays, the corrections were in spelling, punctuation, and word choice. Rarely was the capacity of the microprocessor used to revise substantive sections of any essay for new thoughts or ideas.

Recommendations for further study

As the emerging field of technology in special education (Cain, 1984) has such great expectations for the LD student, writing, and word-processing, the findings of the present study, both data-based and non-data based, suggest a number of variables which need to be considered before the effectiveness of the microcomputer as a word-processor can be truly evaluated as a tool in assisting the LD writer. Specifically, further research should consider familiarizing the learner with the keyboard and typing, selecting a proper word-processing program providing an appropriate manual to describe the program and improving the attitude of the subject toward the technology of microcomputers.

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Examination of Evaluation Criteria Used to Judge Courseware by both Special and General Educators:

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This article deals with the topic of courseware evaluation. Evaluation criteria used by both special and general educators are identified, and organized into four categories: assessment of user needs, content considerations, instructional design, and technical considerations. Each criteria is examined in detail and supported by comments from the literature of the past five years. Although most of the evaluation criteria identified are found to be used in similar ways by special and general educators, four criteria receive greater emphasis by special educators.

The author calls for a combination of efforts between educators in special and general education, based upon the identification of the evaluation criteria common to both. This action will, by reducing the duplication of efforts, allow educators to evaluate greater amounts of courseware and present a unified front with which to influence future production of CAI. Special educators will also be able to focus their research efforts on the identification of specific criteria that are vital for the successful use of CAI by exceptional students.

The development and use of standard evaluation criteria for educational courseware has been addressed by many authors since 1980. Numerous widely known evaluation services, such as MicroSIFT, EPIE, SECTOR, SEED, NCTM, NSTA, and the Vocational Education Services evaluation group, have been established to research criteria and produce courseware evaluations for specific educational disciplines. The need for joint evaluation efforts, across two or more disciplines, has not been so common in the literature or in practice. This article is such an attempt: a call for joint courseware evaluation between the fields of special and general education.

While the last decade has seen greater integration between special and general education, the attitudes developed during the years of separation linger on. Throughout the 19th and most of the 20th century, there was very little provision for the education of most exceptional children, although the value of teaching "regular" children was widely recognized (Cremin, 1977; Wientraub, Abeson, Ballard, & LaVor, 1976). Since the mid-1960's, parents and other advocacy groups have supported litigation and federal legislation, such as PL94-142, that terminated the exclusion of exceptional children from the public educational system. This law also required that handicapped children, to the maximum extent possible, be educated with non-handicapped children (Abelson & Ballard, 1976). As a result, in 1985, the majority of exceptional children are being educated in public schools and, most often in regular classrooms (Blackhurst, 1985).

Despite this integration, efforts to acquire, implement, and research the use of computers in general and special education still show signs of separation. Since 1981, there has been a proliferation of efforts, in both fields, to develop criteria and techniques for the evaluation of computer-assisted instruction. Computer-assisted instruction (CAI), as defined by Wright and Forcier (1985), is the augmentation of classroom instruction with specialized educational computer programs or courseware. CAI courseware is divided into five separate categories: drill and practice, tutorial, simulation, problem solving, and educational gaming. The interested reader is referred to the following sources for full treatment of these categories: Budoff, Thormann, & Gras, 1984; Chaffin, Maxwell, & Thompson, 1982; Loftus & Nelson, 1985; Wright & Forcier, 1985. Though many have criticized CAI, it has remained the most prolific application of the computer in education (Dence, 1980; Kolich, 1985; Lahm & Behrmann, 1984). Despite this fact, relatively little has been done to explore whether common evaluation concerns pertain when judging the merits of CAI software for handicapped and for nonhandicapped students.

Framework for Criteria

Review of the literature revealed a common body of criteria used to evaluate courseware in both special and general education (see figure 1). These criteria fall naturally into four categories: (1) assessment of user needs, (2) content considerations, (3) instructional design, and (4) technical considerations. The major difference between the two groups is one of emphasis, or the strictness with which particular criteria are applied. Those authors involved in special education tend to scrutinize the areas of student needs, level of material, and sequence and method of content presentation more than the authors involved in general education do. This confirms the results of the study by Lahm and Behrmann (1984) which concluded that the "differences are not in the evaluation of these areas in general but rather in the degree to which they are evaluated."

1. Assessment of User Needs
  1.1 Curriculum needs
* 1.2 Students needs
  1.3 Teacher needs

2. Content Considerations
  2.1 Content accuracy
  2.2. Content completeness
  2.3 Ethical value of content

3. Instructional Design
  3.1 Design of **content presentation**
    3.1.1 Behavioral objectives
    3.1.2 Statement of prerequisites
    *3.1.3 Level of material
    *3.1.4 Sequence of content presentation
    *3.1.5 Method of content presentation

  3.2 Design of **user/computer interaction**
    3.2.1 Interaction level
    3.2.2 Use of prompts and Cues
    3.2.3 Feedback
    3.2.4 User control

4. Technical considerations
  4.1 Screen formatting considerations
  4.2 Use of graphics and animation
  4.3 Programming integrity and error protection
  4.4 Documentation considerations

* = greater emphasis in special education literature.

Figure 1.
Criteria concerns addressed in the evaluation of courseware by special and general education.

Description of Shared Evaluation Criteria

Assessment of user needs

The criteria identified in the first category evaluate how well the courseware meets the needs of the curriculum, the students, and the teacher. The following were cited repeatedly, by both the special and general education authors, as being among the first factors to consider when evaluating a program.

It is important to match the needs of the curriculum to the courseware purchased. Educators often make the mistake of trying to match their curriculum to a highly acclaimed program, rather than looking for a highly acclaimed program to match their curriculum. MicroSIFT (1983) and others advise evaluators to be sure the content, objectives, and teaching philosophies of a courseware package are addressed in the common school curriculum (NCTM, 1981; Hannaford & Taber, 1982; Warger, Murphy, & Kay, 1985). Kohl (1984) expands on this, asking, "Can the same thing be done without the computer. . .will 3-by-5 index cards or a pencil and pad of paper perform the same function. . .?" If so, the computer is better used elsewhere in the curriculum where its capabilities are needed more.

Another important issue in determining compatibility with the curriculum requires matching the type of learning desired to the mode of instruction offered by the courseware (Hannaford & Sloane, 1981, Lahm & Behrmann, 1984, Cohen, 1985). "This tutorial was a good review of budgeting, but I thought that it would give practice applying the rules." This statement was made by a business teacher who was looking for a way to give students practice planning and applying a budget. A tutorial could not meet these needs. It is crucial that the mode of instruction offered is examined in relation to the learning objectives.

Courseware must also show consideration of student needs by identifying the age range, academic level, and learning characteristics of the potential users. This is crucial for two reasons. First, it provides a guide for evaluating how appropriate the level of the material is. Second, if the courseware's publishers have not sufficiently identified these characteristics for teachers using the program, they may not have sufficiently identified them during the program's development (Caldwell, 1980). According to Caldwell, one of the most important characteristics of CAI is its ability to adapt the instructional process to individual learner needs. If courseware developers do not analyze the potential users beforehand, they can not take sufficient advantage of this characteristic.

The area of student needs is the first of the four areas where differences arise between the general and special educators, although, the difference is not one of criteria content, but of emphasis. While general educators generally seem satisfied with courseware that states grade and ability levels (Cohen, 1985; EPIE Institute, 1984; MicroSIFT, 1983; NCTM, 1981), the special educators demand more detail. Lahm and Behrmann (1984) include learning characteristics, chronological age, and readability level as areas to be identified. Lewis (1983) looked for a match between ability and interest levels. Hannaford and Taber (1982) ask that publishers and courseware developers consider cognitive, affective, and sensory/psychomotor dimensions of potential learners.

This difference between the two groups of educators is understandable when their backgrounds are considered. General educators, though they recognize that their students have individual needs, teach classes that are based upon common grade or ability levels. The activities and materials chosen for the classroom are based upon an assumption of a relatively restricted range of differences in student characteristics. The special educator must emphasize individualization of instruction for students in a class, and choose classroom materials based on more specific needs of particular students. Thus, it is understandable that they look for more detail about the characteristics of students for whom a particular piece of courseware is appropriate than general educators do.

The final area of consideration in the "assessment of user needs" category is recognition of teacher needs. "Not only should the program be easily used by students, but it should be equally employable by teachers" (MicroSIFT, 1983). One of the major benefits of the computer is its ability to reduce a teacher's workload and thus provide time for more individualized and creative instruction (Rude-Parkins, 1983). Unfortunately, many courseware packages take so much time to implement and maintain, or require so much teacher intervention during use that they actually defeat this advantage. A recent survey of educators by Classroom Computer Learning Magazine (1985) supports this claim. The ease of preparing and maintaining the package, ability to alter the content, and the availability of classroom management options are important evaluative considerations. Cohen (1985) asserts that courseware which does not employ management features does not utilize the full capabilities of the computer. She states that management features are ". . .a means of alleviating the time—consuming demands of managing individualized instruction." Management options should include storage of student responses, usage of diagnostic and prescriptive features, and ability to create print-based reports.

Content Considerations

Criteria in the "content considerations" category evaluate the material that is presented to the user in terms of accuracy, completeness, and ethical value.

Courseware content should be accurate; the factual data should be correct and the presentation free of spelling errors. Unfortunately, because much courseware is created without the use of content experts and without a sufficient "proofreading" period, this is not guaranteed in present courseware (Roblyer, 1981; Cohen, 1985). Evaluators must carefully examine the facts presented and check the spelling and grammar of all lessons, instructions, and documentation.

Courseware content should also be complete and well supported by a wealth of activities, rather than present a shallow overview of a topic. Lahm and Behrmann (1984), Roblyer (1981), and Hannaford and Sloane (1981) are among those who emphasize the need for content analysis and careful preparation by experts in order to avoid large, unsupported cognitive leaps by users. Good courseware also should reinforce and expand on skills taught in the computer program through supplementary activities. The Classroom Computer Learning Magazine's survey (1985), revealed that 82% of responding educators preferred in-depth courseware supported by outside activities and lesson plans.

Evaluators must examine the morals and values presented by courseware. Rose (1985) identifies several states which now require that CAI be examined for bias and discrimination. At times this discrimination is obvious. Kohl (1984) points to the negative representation of Native Indians in the program "Oregon Trail" as an example. In other programs, Rose claims that the bias is much more subtle and often missed by an untrained reviewer. An example is drawn from the author's recent experience on a courseware development team. An energy-use simulation in development required users to plan for the use of appliances in a house for a 15-hour period. The initial house contained appliances such as microwave ovens, home entertainment centers, and personal computers, until it was noted that these were not appropriate for a large portion of the program's potential users, children of low income families. The house's contents were changed to be more representative of middle class and thus less discriminatory toward the poor.

Instructional Design

The "instructional design" category deals with the evaluation of the content presentation and the design of the user/computer interaction.

Design of content presentation

The criteria relevant to the design of content presentation were concerned with: the inclusion of behavioral objectives, a statement of prerequisites, the level of the courseware material, and the sequence and method of content presentation.

Much courseware on the market now fails to state instructional objectives, either in the program or in the teacher's documentation. When objectives are included they are often vague and unmeasurable, such as:". . .to develop an enthusiastic and realistic appreciation of computers," ". . .to reinforce sequential thinking and problem solving prowess," or ". . .to reinforce map reading skills." Lahm and Behrmann (1984) state the need for courseware to contain clear learning objectives and achievement levels. The evaluators' guide by MicroSIFT (1983) calls for objectives that are clear, unambiguous, stated in terms of expected student behaviors, and free of jargon and multiple meanings. It stresses evaluating the validity of the objectives: "Based on the objectives, the student using the instructional package should learn what the material sets out to teach, rather than merely being engaged in the process."

Roblyer (1981) and Cohen (1985) emphasize the need for a clear statement of the academic and non-academic entry skills needed to use the courseware materials. Non-academic skills include typing and hardware operation, speed and accuracy of input, and physical coordination required for successful use (Hannaford & Sloane, 1981; Lahm & Behrmann, 1984; Lewis, 1983).

It is absolutely essential to evalute the level of the material being presented by the courseware, and its appropriateness for its intended users. This involves the determination of the academic, reading, and interest level of the program content, and the tone of address (EPIE Institute, 1984). Hannaford (1983) reflects the opinions of others when he cautions evaluators that, ". . .careful consideration must be given to its (the courseware's) compatibility with the potential users. Any educational material or media that is not appropriate to the specific needs of the learner will be of questionable value." He illustrates this statement by pointing to courseware that addresses elementary-level content with secondary-level reading material. The SECTOR guide advises checking the readability level of instructions and student documentation as well as program content (SECTOR, undated).

Special educators are particularly aware of the need to evaluate the interest level of courseware (Grimes, 1981; Hannaford & Sloane, 1981; Hannaford & Taber, 1982; Warger et al. 1985). Since many exceptional students are significantly behind in reading skills, teachers often must choose courseware with content that is geared to a much younger child and thus "talks down" to a student. In order to insure academic success and avoid degrading students with "baby programs," courseware must be geared to both a student's interest and reading level.

The sequence in which content is presented must be logical and move forward in appropriate steps. Grimes (1981) emphasizes the need for careful sequencing saying, "These (handicapped) students may have difficulty remembering new information presented on a haphazard basis. . ." Many advocate CAI that utilizes branching, or individualizes content for each learner based on the computer's analysis of past performance (Grimes, 1981; Lahm & Behrmann, 1984; Hannaford & Sloane, 1981; Hannaford & Taber, 1982; SECTOR, undated). Hannaford and Sloane state the need for courseware to branch up and down cognitive and reading levels in order to be useful with a wider range of learners.

The literature clearly emphasizes the advantage of including such instructional branching in educational courseware. Grimes (1981) and Dence (1980) present research evidence that courseware programs incorporating branching are more effective than programs that don't. Cohen (1985) defines branching as a rerouting of a student to a new instructional sequence, based on a demonstrated need. She cautions educators that many courseware packages advertising full branching are merely employing a "loop-back" procedure, a repeating an unsuccessfully completed instructional sequence. Roblyer (1981) points to research which has shown that loop-backs do not improve student performance, but rather produce frustration and confusion. Unfortunately, even with this research evidence, much available courseware takes a linear approach, presenting the content in the same way every time the program is run. For this reason it is essential that courseware evaluators examine so-called branching carefully and critically.

It is important to use a variety of methods of present and practice content, including multiple choice, fill-in, and true/false response choices. Grimes (1981) states, "Repetition of the same response in different ways provides the needed positive practice necessary for overlearning." Kohl (1984) stresses that it is this variety that leads to the internalization of material and ability to generalize it to new situations. Finally, courseware should anticipate and compensate for difficulties learners may encounter with each particular methods. For example, if courseware requires a student to type in extensive text, it must be able to check for and alert students to typing and spelling errors rather than stating that an otherwise correct answer in wrong.

Design of user/computer interaction

The evaluation concerns relevant to the design of user/computer interaction are: the level of student interaction, the use of prompts and cues, the appropriateness of feedback, and the degree of user control.

The level of user/computer interaction will determine whether a program uses the student as a page turner or actively involves him or her in the learning process. Student interaction should be frequent and purposeful and the movement of the program to the next screen should occur due to a thoughtful response by the student, not an arbitrary keypress (Hannaford & Sloane, 1981; Lahm & Behrmann, 1984; MicroSIFT, 1983; NCTM, 1981; Ryba & Chapman, 1985; Warger et al., 1985) Research by Ryba and Chapman illustrates that CAI which emphasizes this purposeful learner interaction is useful with handicapped learners: "Systematic observations of computer use by slow-learning high school students revealed that, on the average, students spent 91% of their total time actively engaged in attending and problem solving." Lahm and Behrmann (1984) suggest that there is a direct correlation between the type of interaction required of the user and the type of learning that will occur.

The effective use of prompts and cues is considered essential in educational courseware. Prompts and cues are hints that help users successfully complete a courseware program; prompts provide instructions for moving through the program while cues guide the student toward correct answers (Cohen, 1985). Figure 2 illustrates the use of each. Used effectively, they facilitate learning and recall, support children in an otherwise challenging environment, and add to the overall clarity of the program (Cohen, 1985; EPIE Institute, 1984; Grimes, 1981; Warger et al., 1985). Unfortunately, many programs contain an inappropriate amount of these features, creating opposite effects.

Prompt: "Type in your lesson number and then press -RETURN-."

Cue: "Not quite, Esther. Do you need to borrow from the 10's column?"

Figure 2. Examples of Prompts and Cues

A popular social studies simulation illustrates the confusion that can occur with insufficient prompting. *Jenny of the Praire* is a simulation that requires the user to help a young girl survive a winter in the wilderness (Rhiannon Software, 1984). The first screen prompts the user to help Jenny find water, a resource not available in her present location. In order to accomplish this, the user must move Jenny off one of the four edges of the screen and into a new environment. Unfortunately, nowhere is the user prompted about the availability of these additional environments or how to access them. Courseware such as this is unsuitable for use with students, handicapped or nonhandicapped.

The evaluation articles written within the last two years show an increased desire for the use of time-delay fading of cues. Courseware programs that use the time-delay fading procedure encourage initial success by presenting the user with many cues which appear shortly after a question is asked. As the user becomes more proficient and secure, the program begins to decrease the number of cues given and increase the amount of time before they are displayed. Grimes (1981) advocates use of this procedure with students whose fear of failure prevents them from completing work. She and others claim it greatly increases learning and motivation and thus should be a growing concern of those involved in courseware evaluation (Budoff et al., 1984; Cohen, 1985; EPIE Institute, 1984; Lahm & Behrmann, 1984; Warger et al., 1985). For a more detailed look at the principles behind time—delay fading, see Halle, Marshall, and Spradlin (1979) and Cipani (1985).

There is little argument about the importance of feedback, or a program's response to student input. Feedback should be personalized and humanizing, avoiding negative tones, degrading remarks, or announcing to the class (via large red X's or loud tones) that a student has answered incorrectly. Feedback should be appropriate for a user's age and level. Cohen (1985) refers to research showing the need for feedback after incorrect as well as correct responses, remediating or explaining errors when possible. She and Roblyer (1981) both cite studies which have determined that intermittent or variable feedback is much more effective than continuous feedback.

The final criteria in the instructional design category deals with the degree of control the teacher and student have over the courseware material. After studying the interaction between students and computers, Ryba and Chapman (1985) conclude "A most salient feature of the computer environment appears to be the opportunity for control or self-management it affords to student(s) who have repeatedly experienced failure with past learning." Cohen (1985) states "Perhaps user control is one of the greatest capabilities of the microcomputer." Factors that were identified as contributors to student control were:

- ☐ clear, concise instructions,
- ☐ opportunities to select content to be learned,
- ☐ opportunities to select pace or sequence of content,
- ☐ options to review past material or branch ahead to new,
- ☐ availability of online help, and
- ☐ opportunity to save work and exit at any time.

The factors that contributed to teacher control include:

- ☐ inclusion of record keeping and management options with clear directions for use,
- ☐ clear instructions for content and management sections,
- ☐ options to set key parameters such as pace, number of trials, type and extent of feedback,
- ☐ options for pre/post testing, and
- ☐ options to add to or alter content.

Technical Considerations

The fourth category of evaluation criteria deals with technical adequacy of the program, and the writing of the documentation. Evaluation concerns that appear repeatedly throughout the literature are: screen formatting, the use of graphics and animation, error protection and programming integrity, and quality of documentation.

Though there is little evidence to show the effect of various CAI screen formats on learning, most of the authors feel it is important to look for screens that are uncluttered and easy to read. Cohen (1985) points out that the resolution of the average computer monitor is one half of what we are used to seeing in print. Because of this, it is especially important to scrutinize other formatting options such as spacing, length of line, and size of print in order to maximize readability. There is also a general consensus that the screen layout should be consistent throughout the program so students can easily locate instructions, cues, and help or error messages.

Appropriate use of graphics and animation is an important factor in courseware evaluation. Graphics and animation "should enhance the instructional and motivational aspects of the program and not detract from the instructional process" (SECTOR, undated). Cohen (1985) adds to this by saying that graphics should actually form the instructional process, presenting students with visual models of information which can be more easily stored in their memories. Graphics and animation should be age-appropriate, readily identifiable by students, and quick to appear on the screen.

CAI evaluators should not have to worry about the programming integrity of courseware; they should be guaranteed programs that run consistently and without errors. Unfortunately, that has not been the case over the past five years and so it has become an area of great concern to those involved in educational computing. The EPIE, SECTOR, NCTM, and MicroSIFT evaluation forms all address this concern by having evaluators note any involuntary program terminations, as well as other programming and system errors. Many programs will terminate or "crash" at an erroneous input, for instance, typing a word when a number is required. Whether in a regular classroom or a special education resource room, children will make such mistakes, and/or test the limits of a program. For that reason it is essential that the program be tolerant of inappropriate responses or keyboard misuse (Hannaford and Taber, 1982). Given that program warranties often do not cover the correction of program integrity problems, it is crucial to examine the courseware extensively before purchasing.

Though documentation is not part of the program itself, it is an integral part of the courseware package and should be evaluated as such.

Documentation should:

- ☐ be clear, concise, and free of technical jargon
- ☐ contain complete glossaries and indices

☐ provide instructions for operation of all aspects of the program

☐ include classroom strategies and activities

☐ provide student manuals on the appropriate reading level if necessary.

Cohen (1985) suggests the inclusion of several teacher and student manuals to make the sharing of courseware between teachers easier. She and Hannaford and Sloane (1981) stress the need to consider the packaging of the documentation as well. Diskettes should be stored with the manual in a manner that insures their safety. The documentation should be packaged so that it is durable, easily transported, and safely stored.

The use of computers in special education has exploded over the past few years. More and more educators are becoming aware of the potential of CAI to improve the education of the handicapped. Unfortunately, the computer is only as good as the courseware that is used. The realization of the benefits of CAI will depend upon strict evaluation of all software that is produced for the educational market—a cumbersome job. The basic evaluation criteria used by special and general education are very similar. It is time for these two groups to join resources and work together to evaluate courseware based on these characteristics. This action will, by reducing the duplication of efforts, allow educators to evaluate greater amounts of courseware, and perhaps more importantly, present a unified front with which to influence future production of CAI. It will also free special educators to look beyond the basics and focus their attention on identifying and researching those criteria that are unique to their populations, such as the effective use of scanning for the physically impaired, or voice synthesis for the visually impaired and learning disabled. Through a combination of efforts and resources, educators should be able to significantly raise the standards of the courseware accepted for use in the schools.

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The Equalizer—Technology for the Low Incidence Child

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A primary goal of education, special or otherwise, is to provide the individual with the implements to become a self-respecting, free thinking and contributing participant in society. As humankind has grown over time so too has technology. The personal computer is, where used appropriately, providing 'meaning' to those whose lives hitherto have been spent in the shadows because of impaired ability, disability, or inability. This article describes ways to intergrate technology into the curriculum of the low incidence child.

A previous issue of *The Forum* gave a historical perspective on the development of educational programs for low incidence students. Understanding and utilizing program history insures a sound basis for incorporating present educational development. Quality education can only result from serious consideration given to the curriculum and that curriculum must be based on educational theory and sound educational practices.

The history of special education demonstrates that as it developed and expanded over the years, the emphasis was on providing quality education and rehabilitation. As a result, the focus of curriculum for students with severe handicaps stressed the following educational goals:

1. Independent Life Skills
2. Communication Skills
3. Cognitive Skills
4. Career Training and Vocational Skills

As more and more severely handicapped students are educated in the public schools, attention must be given to providing a full range of services and making sound preparations for opportunities after the students graduate from their specialized programs. As a result of the evolution of quality education for the severely handicapped students in our special schools and settings, this population is now contributing to a work force and has some independence skills. However, they must continue to be trained in special schools or settings in order to be familiar with and utilize the technology that will confront them in their attempt to maintain growth.

It is necessary to identify the future in the terms of the skills our students will need, rather than concentrating on the individual pieces of equipment that might enter their world. Concentrating on the skills allows the educator to build up the students' compentencies which may then be applied to a variety of hardware. In addition, this brings the successful educational theory of the past into the present and provides the necessary framework on which to build the future. Neglecting the historical perspective allows the randomness presently seen in the introduction of technology to the severely handicapped. Our research has shown that school administrators and other educators have been extensively purchasing hardware and software for their students. However, the equipment was randomly selected, not made available in any clear and thoughtful way and used for many diverse activities including games, word processing, computer assisted instruction and administrative use.

This randomness indicates that educators are looking at technology as a phenomenon rather than evaluating where it developmentally fits into the process of building students skills. Therefore, we are neglecting both sound educational theory as well as the curriculum goals that were so carefully selected. These goals were based upon a history of implementing sound educational programs. We believe that theory should not be neglected in favor of instruments of technology that are not yet fully developed or fully understood.

It is certainly possible to merge the past with the future in introducing technology. A review of the basic premises underlying the teaching strategies with the severely handicapped shows the following:

1. Learning occurs developmentally.
2. Most theorists have agreed that the basis for learning is having direct experiences (i.e. touch, motor, manipulation).
3. All theorists agree that there is a hierarchy of skills and that "earlier" skills mastered become the building blocks for later skills.
4. The progression of learning is from the concrete to the symbolic and then to the abstract.
5. A variety of assessment techniques are used to determine the student's present strengths and identify skills for remediation.

As we know, many severely handicapped students remain at earlier developmental levels for longer periods of time. However, although the rate of skills mastery may vary, the fact that the students still follow the normal stages of development does not change. The educational experience for the severely handicapped still must be developmental, practical, motivating and interest driven.

IMPLEMENTATION

When introducing technology, the same steps must be taken as when you present the students with a new skill sequence. First, an understanding of the technology is necessary. The teacher must be trained and have a knowledge both of how the equipment works and what skills it can strengthen. Parents must be included to insure the success of the program and also to support these skills at home. In addition, when the school administration is supportive and understands the purpose of the program, implementation is stronger. It has been demonstrated that when introducing a skill sequence to severely handicapped students, concrete learning experiences are required. Therefore, it is very important that concrete learning experiences be provided when utilizing technology. Students must have experiences that introduce them to the fact that they must manipulate the actual piece of technology and then something happens as a result.

Students need to be assessed before they are properly assigned to work with a technological aid. Not all students are developmentally ready for technology. Therefore, the teacher has the responsibility to work with students on any developmental lags, if possible, or to recommend peripherals before introducing them to technology. This will insure that the actual match of student and equipment is appropriate and assist the student in having a successful experience with the technology.

What needs to be considered in the assessment of a student being considered to work with technology? Let us use the micro-computer as the example of equipment that the classroom teacher will be introducing to his/her students. Before a student can use a computer he/she must be able to: —or have—:

1. Be positioned to use the computer —posture—
2. Focus on the computer.
3. Attend to task.
4. Understand simple directions.
5. Some motor coordination.
6. Some cognitive and memory abilities.

After a thorough assessment of the student's needs and abilities to use a technological device such as a computer, the teacher must determine whether this is the appropriate mode for the child to reach individual objectives and goals. One of the discoveries will be that a different relationship will exist between teacher and student, educator and learner and that each program will require a different degree of interaction from the user, the machine and the planner.

The software which will be used in instruction should be reviewed thoroughly by staff before implementation of a program. Good teaching strategies must be evident in the software program being considered. The software must be written with good educational objectives in mind. If this is done, the software will be developmental in its program. It is also important that the software be able to assist with the learning experiences that will be happening in the classroom. The software should provide a good screen image of an object and not a distorted one. As a poor example, a piece of math software presently on the market depicts a dollar bill in its lesson, which is not recognizable as a dollar bill.

As a program is implemented, it is important for the teacher to insure that the focus of the program is on the learner, not the equipment or the task itself. Innovative programs, like technology, are both exciting and motivating for the teachers and the students involved. However, as technology is incorporated into the classroom of childroom of children with severe handicaps the priorities must remain focused on the individual student and his/her particular needs.

THE IMPACT

As we look toward the future, we know that technology has already provided, and will continue to provide, many advances which will continue to make a tremendous impact on the lives of our children. The computer and other technological devices are becoming valuable tools when matched with appropriate software and the needs of children with severe handicaps. Instructionally, the computer assists by providing individualized instruction, drill, practice, and motivation. It is easier for a student to relate to a computer then to a peer or teacher since the computer is a non-judgemental "teacher". The use of technology in the classroom today is assisting in the preparation of children with severe handicaps with jobs and the world of tomorrow.

Technology has provided this population with prosthetic devices to assist them in increasing the use of their bodies. These peripheral devices, provided by this technological age, are assisting the severely handicapped in controlling new advanced equipment. These devices were developed to assist in life support, communication, cognition, locomotion, and with daily living skills.

Other devices such as graphics tablets, joysticks, track balls, voice recognition modules, light pens, single switches, bar wands, mice, and various types of keyboards have been introduced into the lives of the severely handicapped. There are keyboards with large keys, programmed keys, programmable keys, keys for toe typing, chopstick typing and braille typing. Other control devices assist this population to have more control of their environment. For example, control devices now on wheelchairs assist students to be more independent through planned movement and communication.

The many new communicative devices for the severely handicapped provide an opportunity for the individual to communicate expressively that which was formerly not available to him/her. The different systems presently in use in our low incidence programs include communication boards, voice output devices and printer output devices. These systems enable students to interact with those around no matter how physically involved he/she may be.

The computer, itself, is reaching out to the handicapped through its programs. It is not only capable of providing individualized instruction, but is leading the way. In some instances, the computer is assisting the severely handicapped to extend their abilities by compensating for their disabilities.

As mentioned, the computer can be a communicative device for those who are severely language impaired. For others, the computer can be a memory bank when needed, due to its storage capabilities.

Administratively, the computer will be the tool of the future by providing assessment of students as well as it's many management functions. Finally, for the students the computer is a motivator when implemented and utilized properly.

TECHNOLOGY: THE PROBLEMS

In addition to the problem of implementing technology properly and because of the time it takes for severely handicapped students to become efficient, special educators face many challenges including having to plan the future in the present. Therefore, it is important for teachers not only to become technologically literate but to keep abreast of the current and future educational trends of technology. Teachers need to be familiar with all peripheral and prosthetic devices and not to be hesitant about implementing them, as needed.

Teacher training institutions who prepare teachers of the severely handicapped may need to re-examine their courses so that they offer and provide courses in technology. Local boards of education must provide opportunities for teachers to become familiar with prosthetic devices and other technological equipment. This will better prepare the teacher so that he/she in turn can better prepare the severely handicapped student for the world of tomorrow.

Educators must become involved in reviewing technological software and hardware before using it in the classroom. It is important for educators to match instructional theory with software they will use. When reviewing software, it is important to look at the software and make sure that good teaching practices are employed in it. Teachers instruct severely handicapped children by moving from the concrete, to the representative and then to the abstract. Software does not always follow this instructional technique. Teachers should be wary. It is not only the responsibility of educators to consider good sound educational theory and practice but also that of the developer. Educators and students are presently dependent on developers and producers while this field continues to grow.

Teachers must be aware that when software products are advertised, the advertisement should state "for special education students". However, we as special educators know that each handicapped group has different learning problems which must be addressed by different instructional techniques. For example, software designed for the emotionally handicapped student with learning disabilities may not be useful with the mentally retarded. Teachers, as consumers, need to ask for more specific advertising from software and hardware distributors.

Technology must be adapted to become more assessible to the severely handicapped. Developers must consider producing computers and other equipment for students with many handicapping conditions. However, the characteristics of each condition should be considered individually. This would possibly result in keyboards with permanent keyguards, coordination of command and number keys and simple on/off switches on the side or in front of the keyboards.

When introducing technology, particularly the computer to the classroom, it is important for the special education teacher to remember he/she is requiring students to interact with an inanimate object. Other social activities may also need to be built into the curriculum to strengthen interaction with peers and adults.

CONCLUSION

In concluding, technology is presenting a massive challenge to all educators, particularly the special educator. How students will fit into the technological society of the future is dependent on the educator of today. We must start to introduce our students to present day technology so that they will achieve the skills necessary for the world of tomorrow. Until good sound educational practices and theory from the past are coordinated with technology, quality will not be part of the technological exposure for our students. Technological education will remain random.

The future may be uncharted but by looking at the past we will be able to guide our students through their tomorrow. The future is being determined now so we best start teaching for the future today.

Call For Papers And Programs For the 1986 Consortium Convention

The New York State Federation of Chapters of the Council for Exceptional Children (NYSCEC), the American Association on Mental Deficiency (AAMD), and the New York State Teachers of the Handicapped (and NYC Chapter) announce their annual convention to be held at the Concord Hotel, November 7-9, 1986.

Individuals interested in presenting papers or organizing program sessions are invited to submit their programs to the Program Chairperson by April 15, 1986.

Guidelines for Submitting Proposals

1. Prepare a cover sheet listing your name, position, home, business, summer address, telephone number and CEC Chapter number.
2. Indicate the title of your presentation. Prepare a 100 to 300 word summary of your proposal. Be specific enough for reviewers to comprehend your topic, procedure, and results. Indicate the amount of time needed to present your paper, workshop, or demonstration. Program time schedules range from one hour and fifteen minutes to a maximum of two and one-half hours.
3. The person submitting the proposal must receive advance consent from everyone listed in the program and will be responsible for the timely sharing of all information regarding their presentation, if accepted.
4. Submit two copies of the proposal by April 15, 1986 to:

Thomas Assenza
Erie BOCES #2
3340 Baker Rd.
Orchard Park, New York 14127

Call For Nominations

Nominations are in order for the following NYSCEC positions. The deadline for receiving nominations is March 27, 1986. Please send all nominations to:

Sally S. Quinby (Past President)
Chairperson, Nominations/Elections Committee
3340 Baker Road
Orchard Park, New York 14127

Open Positions

Statewide:	
1. **Vice President**	1986-87
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Professional News

Dr. Lee Ann Truesdell (805)
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At the annual business meeting of the CEC Division on Career Development, April 16, 1985 in Anaheim, California, the New York State Division on Career Development was officially chartered as a federation level division. The charter officers are **Edward Blutstein** (805), President, **Craig Hill**, President-elect, **Judy Egelston-Dodd**, Vice President, and **George Skinner**, Secretary-Treasurer.

Two new programs of the Department of Special Education at Adelphi University were approved by the New York State Education Department. The Master of Science in Early Childhood Special Education is a 34 credit program which develops an understanding of medical, health, and developmental problems, knowledge of appropriate adaptations, and the ability to work with parents and families. A limited number of traineeships are available. The Certificate in Educational Assessment is a 15 credit program designed to prepare educational diagnosticians for schools and clinical settings. Both programs are offered at the Garden City, Manhattan, and Long Island campus sites. Program descriptions and information may be obtained from *Dr. Ruth Gold,* Adelphi University, Garden City, NY 11554, (718) 294-8799, ext. 7531.

Jamie DeWaters (402), Assistant Professor, Special Education, D'Youville College, with **Robert Disibio** wrote the article, "Experience-Based Learning: Preparation for Life," which appeared in *Educator and Scholar,* September, 1985.

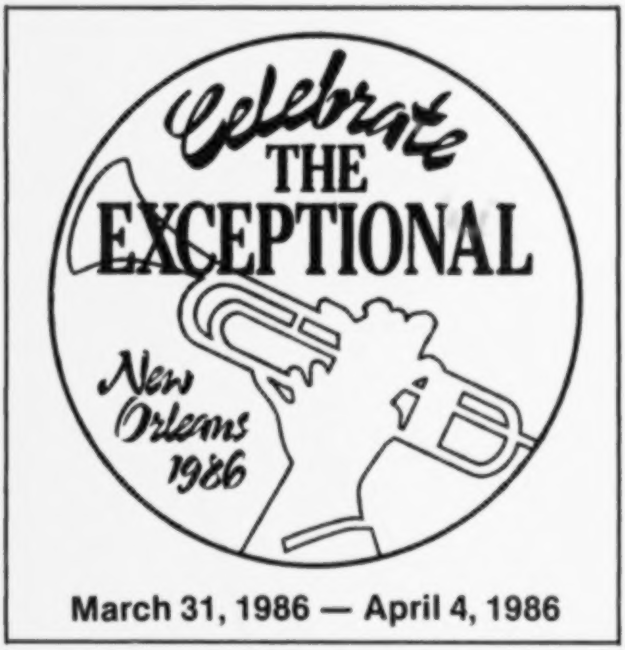
Herbert L. Foster, Ed.D. (Chapter 402) has written a second edition of *Ribben', Jivin', and Playin' the Dozens: The Unrecognized Dilemma of Inner City Schools.* Published by Ballinger Publishing Company, the new edition is titled *Ribbin', Jivin', and Playin' the Dozens: The Persistent Dilemma in our Schools.* It shows how lower-class behavior in general and low-class black male streetcorner behavior in particular has spread beyond the streetcorner and inner-city school to all schools and to almost all aspects of American and world life.

Alice Kozen (Chapter 402) has been appointed Director, Department for Senior Citizens and Persons with Disabilities, the Niagara Frontier Transportation Authority, Buffalo, NY.

Sharon F. Cramer, (402) Ph.D., and **thomas C. McIntyre,** (402) Ph.D., recently joined the Exceptional Children Education Department at the State University College at Buffalo. Sharon is an assistant professor and has worked as a teacher trainer and project supervisor. Most recently she worked with the Shield Institute in NYC. Thomas is an associate professor. Prior to coming to Buffalo, he was at Eastern Illinois University.

Bernie Kosberg (615) formerly Associate Executive Director of the Andrus Children's Home, and Assistant Editor of *THE FORUM,* has been appointed Director of the Ramapo Anchorage Camp, Rheinbeck, New York. Ramapo Anchorage is a not-for-profit, non sectarian specialized residential summer camp serving children with emotional, social, and learning problems. The camp was founded in 1923, and enjoys an outstanding reputation in both the camping and treatment fields. A beneficiary society of the Federation of Jewish Philanthropies and the Greater New York Fund, the camp is sponsored by an independent board of directors and affiliated academically with New York University, Syracuse University, Vassar College and the State University College at New Paltz.

Horace Mann (402), Professor, Exceptional Children Education Department, SUC/Buffalo, was awarded the New York State Council for Exceptional Children Service Award at the 1986 Consortium Convention. Do you want to get active? An Assistant Editor for Business is needed. Please write or call the editor.



March 31, 1986 — April 4, 1986

student scope

Ginny L. Byron

The NYS-SCEC Leadership Workshop was held at Camp Barton, on September 27-29. All the workshops were held and they not only benefited students who attended but also the NYS—SCEC Board members. With the help of Anna Frank and Ida Holman as our guest speakers we all learned a great deal. The Leadership Workshop certainly proved its worth when two students from Buffalo State University applied and were accepted on an international committee for CEC. A student from Geneseo will also be representing New York on a committee. This is great—we are finally getting New York on the CEC map.

On behalf of the NYS-SCES State Board I would like to congratulate Carol Huff, recipient of the Outstanding Student Member Award for 1985. Carol Huff is a special education major at Geneseo State, chapter #19. As an important organization in the field of special education we should all take the time to support and honor the volunteers that make up a very large percentage of our organization. Outstanding student members such as Carol Huff only add more meaning to the words dedication and unselfishness and also add flavor to our CEC organization.

The NYS-CEC, AAMD and NYSATH combined their efforts and put forth the Consortium Convention. It was held at the Concord Hotel in Kiamensha Lake, New York on October 25 and 26. The student CEC Board sponsored four of the many sessions. These were: "What do Employers Really Look for?", "What Else Can I Do With My Degree?", "Student Teaching: Does It Really Prepare You For That First Year?", and "CEC Programs".

All student sessions were well attended and a great deal of knowledge sharing took place. It was definately a learning experience for all who attended the convention.

In closing, from the entire NYS-SCEC Board I would like to thank Tom Assenza, Bertha Perez and Sally Quinby for their supportive words during many of our struggling moments. I would also like to thank Jed Luchow for his professional feedback at the federation level.

This year has certainly shown many gains for the NYS-SCEC Board and chapters. Being a SCEC Board member I have no doubts as to why these gains have been made and why I am so proud to be a CEC member. All I have to do is look around and see the support we give each other.

Happy Holidays from the NYS-SCEC Board!!!!

Congratulations to Carol Huff NYS-SCEC Outstanding Student Member for 1985.

Some of the students who attended the Leadership Workshop in October at Camp Barton, Ithaca.

All New York State Federation of Chapters of

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The Forum comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives.*

Articles, issues editors, and inquiries are welcome by the editor. For a list of future issue topics, write or call the editor.

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President's Message

The sights and sounds of New Orleans and CEC's 64th International Conference, "Celebrate the Exceptional" are a real pleasure to report on and share with you. On Monday and Tuesday before the official start of the conference there was a great deal of training conducted for officers at all levels—national, federation and local—and "division" day which afforded in-depth programming and opportunities for exchange among members of the various divisions. Wednesday began with the first General Session where Jean Kennedy Smith, Founding Member of the Very Special Arts Festival, was the keynote speaker. The workshops offered from Wednesday through Friday covered a wide spectrum of topics and were at different levels to accommodate the numerous and multifarious conferees (a practice truly in keeping with special educators!). Every session I attended furthered my understanding of the topics that were of special interest to me: vocational education models; career education programs; and, effective practices for teacher educators. Others I spoke to concurred with my impression that the presentations really contributed to our professional development.

I was particularly impressed with the proceedings at the Delegate Assembly. The Delegate Assembly reminded me of the political conventions I've often viewed on television. Every chapter and federation delegate is allotted a number of votes dependent on membership figures. Reston must be informed of delegates names so that official credentials can be issued. In New York we have the potential of 69 votes, but unfortunately, we only had 43 votes in attendance. Two resolutions were passed concerning the management of youngsters with communicable and contagious diseases; and, in estimating the profit margin of conventions, fees could not exceed 25%. Ron Anderson, Idaho, and Ladelle Olion, North Carolina, were elected to Governor-at-Large positions. To be actually part of the goverance process was exciting!

Chapter 1002 in Queens was recognized nationally for their excellence as a chapter in our state. And, I am very pleased to announce that two of the five people we nominated for national standing committees were appointed. Dr. Judy Bondurant-Utz, our Governor, is a member of the International Relations Committee and Mrs. Marlene Wechsler, Our Acting Secretary, is now a member of the Convention Committee. I know they will work diligently and represent New York State proudly. Jay Solomon, from Oneonta, was also recognized at the conference. He was one of the recipients of the "Yes, I Can!" awards given by the Foundation of Exceptional Children. Mr. Solomon is an employed young man of 21 years, who is a New York State gymnast and has received the Order of the Arrow from the Boy Scouts of America.

There are many social occasions that bring the conferees together which are sponsored by the different states as well. Louisiana, the hosting state, arranged for a private Mardi Gras Ball and the next night had a party with free creole food and Cajun music; Kentuckianas served mint juleps in lovely hats; Georgia had a morning coffee treat; and in cooperation with New Jersey and Pennsylvania, New York State hosted a very successful cocktail hour. This was a time to enjoy the company of friends and/or meet

(Continued on Page 10)

VIEWPOINT

Judith Simon Bloch (71)
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The theme of this Spring issue of *The Forum* is "Early Childhood Special Education in New York State." Many years of research and experience in New York and across the nation have highlighted the importance of early identification and education of children with, or at-risk for, handicapping conditions. Early intervention helps the child adapt to the environment, facilitates development, and provides the basis for future learning.

The contributors to this issue focus on several components of early childhood special education and address three broad questions: Where are we today? Where did we come from? Where should we be going?

The historical perspective is provided by *Connor and Andelman.* They show how today's programs evolved from the early education experiments of the nineteenth century. *Gloeckler* describes the spectrum of services which are currently available in New York State and stresses the need for regulations and monitoring. *Toole* encourages service providers to evaluate the programs they offer and identifies some key questions to be addressed. *Gold and Lazarus* discuss competencies needed by practitioners and suggest ways in which they can be developed in training programs. They make a case for the joint responsibility of the colleges and universities and the preschool programs. The critical interplay between the preschool agency and parents is developed in the article by *Bloch.* She emphasizes the importance of empowering parents and presents an approach in which they are viewed as partners, not as clients. *Seitz* examines the purpose and value of the interdisciplinary educational team and suggests some solutions to problematic interactions among team members.

Each article includes a look to the future for early intervention programs within New York State. Many areas of concern have been addressed, i.e. the need for mandated services, continued funding and monitoring of programs, an improved link between schools and families, and the certification of personnel. Other issues also impact on programs and must be examined. Some of these include transportation policies and insurance coverage.

Many of today's evaluators of the educational system for preschoolers note with appropriate concern the absence of mandated or publicly approved programs for this handicapped population. Clearly this requires attention. Despite this oversight a network of services has developed throughout the state and is now in place. For the most part these create an opportunity for a handicapped preschooler to obtain a good education. Preliminary reports indicate that between 10,000 and 11,000 children in New York State were served through the Family Court mechanism in the 1984-85 school year. Most of these schools now report that they have learned how to navigate through the maze of paperwork involved in obtaining approvals and funding through this system. Despite its flaws it has provided parents with options and children with an early and timely school start. Let us not forget how long and hard we have all worked to develop these programs.

As the public debates the general malaise in education, preschool special education seems to be thriving. Changes that are now advocated by the counties who would understandably transfer the cost for these services to the state must be considered carefully. Contemplated shifts on the drawing boards must not interrupt essential services. We could solve one problem; then create another. One way to deal with this concern is to establish planning panels. These must include representatives from established programs, parent groups and trainers of practitioners, as well as local and state government.

Early Childhood Special Education in New York State: A Historical Perspective

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This paper reviews early childhood special education in New York State from its early theoretical and practical precursors to the present. The changing patterns of preschool programs reflect radical shifts in attitudes toward children and particularly those with handicaps. Discussed are some programs offered over the past 130 years from abandonment in alms houses, to establishment of kindergartens in hospitals, and experimental programs for special populations, to todays varied services for all handicapped children.

Though most of today's program models for the education of young handicapped children in New York State (NYS) evolved within the past thirty years, their theoretical and practical roots can be traced to mid-nineteenth century. Early industrialization and increasing waves of immigrants brought crowded slums and concomitant social/political problems for which its citizenery sought solutions. New York City (NYC) was a port of entry for people and ideas; the city especially through its early universities and medical colleges became a center for debate and experimentation. For example, the first formal lectures on pediatrics in the United States were given at Physicians and Surgeons College of Columbia University in 1857 (Waserman, 1976).

These forces led to changes in the care of young children. For children from age three of educated families, kindergartens were initiated in NYC to support optimum child growth and development with focus on moral, intellectual, and physical education (Froebel, 1827). Concurrently, the nation's first day nurseries were established in NYC (1854) and in Troy (1858) to provide essential care for the children of working women (Read & Patterson, 1980).

These early childhood programs highlighted issues and controversies which persist today: the separation of the "mother" and "woman" roles in the industrial society; the struggle of the poor for existence (day care) and the wealthy families delegation of traditional responsibilities (infant centers, nursery schools) (Shapiro, 1983). The program models differed. As Boelte soon discovered her model kindergarten in NYC had to be responsive to specific populations. Modifications were required before she could provide skill training to both academy students and recent immigrants (Kraus-Boelte, 1875).

As philanthropic concern for the poor intensified, expanding kindergartens and settlement houses enhanced the quality of life and promoted close relationships between family and educators. Jacob Riis (1890), e.g. established both day programs to teach habits of cleanliness and discipline to children and evening classes to enable their working mothers to learn Froebelian child nurture. Adler (1878), in initiating the Ethical Culture School and the "free kindergarten", provided clothing, hot lunches, and personal hygiene facilities in addition to formal instruction (Shapiro, 1983).

These humanitarian impulses eventually influenced the treatment and education of handicapped children (Weber, 1984). For example, the Children's Law of 1875 removed from county poorhouses all children aged three to sixteen except those identified as "unteachable idiots, epileptics, paraplegics or otherwise defective and unfit for family care". Three years later, the age was lowered to two and the exception was removed. But, as today, community placements for severely handicapped children were hard to find. Therefore, to improve the quality of children's lives some were moved from city orphanages and foundling hospitals into rural communities (Bernard, 1972).

By 1880, early care and education were being provided for previously excluded children. In particular, concerned physicians opened schools in hospitals as adjuncts to mental and physical treatment. At the Hospital for the Ruptured and Crippled, (now Special Surgery) two of the six teachers hired by Dr. James Knight (cited in Riley, 1964) were "kindergarteners". The Laura Franklin Free Hospital, which accepted crippled children for the first time in 1887, started a kindergarten for inpatients in 1903.

By 1905, the NYS Hospital for Crippled and Deformed Children (now Helen Hayes Hospital in West Haverstraw) served preschool children. Other young handicapped children were sent by the NYC Department of Public Charities to St. Agnes Hospital for Crippled Children in White Plains or to the Nursery and Child's Hospital on Staten Island where formal kindergarten programs were available. Unfortunately, schooling was terminated for the majority of these children upon release from the hospital. Although retarded children were generally not even admitted to hospital schools, the Idiot and the Industrial School did include a kindergarten in 1893 (Riley, 1964).

Professionalization of Early Childhood Education

In 1887, the National Education Association accepted Kindergarten as one of its departments (Alexander Graham Bell in 1897 successfully petitioned for an additional division, later known as the Department of Special Education). The kindergarten movement gained strength in universities, particularly through "the Kitchen Garden" and Teachers College at Columbia (1884). Nicholas Murray Butler (1899) stated: "The greatest hope of our school system lies in the fact that the spirit of individualism is working down from the university and up from the kindergarten."

Two divergent philosophies emerged: Froebel's teacher-directed learning vs Dewey's child centered/teacher—facilitated learning combined with Hall's child study approach. The 1906 fiery debates at the university between Patty Hill Smith (Dewey's social unity & Thorndike's behaviorism) and Susan Blow (Froebel's gifts and occupations) attracted attention of academicians and transformed the field of early childhood education. At Columbia, a strong kindergarten department and the experimental Speyer School were established and Bachelors and Masters degrees in early childhood education were awarded. The field representing traditional women's work had gained professional status in a university (Weber, 1984).

New York was also the site of the first "nursery school" in the country: Caroline Pratt's Play School founded in 1913. It later became Bank Street College of Education (Shapiro, 1983). Two years later, NYC's Child Education Foundation opened a nursery school using Montessori's structured environment and self correcting materials now widely used in special education (Bailey & Wolery, 1984).

Early Programs for Exceptional Young Children

As the nursery school movement demonstrated the value of educational planning for children under 5 years and the child study movement focused on details of child development and on identification of atypical children, a few innovative programs for various groups of handicapped young children appeared. By World War I, the Brooklyn Free Kindergarten Society conducted a preschool program for 14 handicapped children at the House of St. Giles (Riley, 1964). In 1925 a preschool for blind infants and young children was opened at the Lighthouse for the Blind (NY Association for the Blind, 1975). Also, O'Connor, concerned about early speech and language development of deaf children, opened a comprehensive preschool program at the Lexington School for the Deaf in 1935. It received state funds.

Some progress for retarded children was made in NYS by 1926-27: 174 backward and subnormal children attended kindergarten classes in public day schools, 413 in state institutions for the feebleminded, and 24 in private institutions (Phillips, 1928). The nature of the instruction and the chronological ages of the children are not reported. However, until the late 1940's no institutional facilities existed for retarded children under the age of five. Nor were they admitted to Welfare Department nurseries, even when families were indigent or under great stress (Milbank, 1951).

Finally in 1960, although nearly 500 children were admitted to Willowbrook State School to occupy buildings especially designed for young children, 200 others from the NYC area remained on a waiting list (NYS Joint Legislative Committee on Mental Retardation, 1960). It is probable that among those new Willowbrook residents were children multi-handicapped by rubella in the late 1950's.

Intensification of Interest in Young Children

Redirection of attention in the 1950's to the quality of education in nursery schools and the importance of early education was undoubtedly due to a combination of factors including relative prosperity, post war baby boom, and expansion of educational opportunity.Also of influence were Freudian and Piagetian emphases on early development. Further impetus came from the civil rights movement, educational, technical and medical advances, as well as the emergence of voluntary non-profit organizations and parent associations, e.g. The Cerebral Palsy Association of NYS (UCP/NYS) and the Association for the Help of Retarded Children (AHRC).

In this period, the strength and initiative of private organizations and pioneering individuals were paramount. A variety of professionals sought to define the unique characteristics of handicapped young children, determine the needed services, initiate experimental programs and disseminate information about them. The majority of programs developed during this time were small, and served specific handicapped populations. They were for the most part developed and run by voluntary agencies with private funding which was necessary for both operation and research.

Among the voluntary agencies was UCP/NYS, which as early as 1955 published a guide for realistic educational planning on the pre-elementary school level (Fouracre et al). The association also supported the development of Haeussermann's (1958) systematic approach to the educational assessment of young multi-handicapped children designed for use in individualized instruction. Another private organization, the NYC Society for Crippled Children and Adults surveyed the needs of preschool physically handicapped children (1955) and conducted a two year interdisciplinary program for 3 to 6 year olds who were excluded from nursery school or day care facilities. For admission, however, a reasonable expectation of progress in all or some areas of development was required (Clark, 1960).

Other groups of children with less obvious handicaps had their own powerful advocates. For example, Bloch, the founder of Pre-Schooler's Workshop (now known as Variety Pre-Schooler's Workshop in Syosset, New York) began a school in 1966 in Nassau County designed primarily for preschoolers who were emotionally disturbed, neurologically impaired, or functionally retarded. From the beginning this multidisciplinary program focused on special education, language remediation, as well as support services to parents. They were also successful in persuading Chief Judge Alexander Berman of the Family Court to use his discretionary powers to order payment of tuition and transportation for 22 children (Bloch, 1970). Implemented at Lenox Hill Hospital was a four-year psychiatric/educational approach for undiagnosed developmentally delayed preschool children (Woodward, Brown, & Bird, 1959).

In the late 1950's research/demonstration monies in Special Education enabled the dissemination of curricula developed through funded preschool programs in New York. A five year effort at Teachers College resulted in an experimental curriculum for young mentally retarded children (Connor & Talbot, 1964). Another report was generated from an interdisciplinary program for trainable preschool children and their families at the Sheild Institute for Retarded Children in the Bronx (Hunter, Schucman, Friedlander, 1970).

Toward the end of the rubella epidemic (1964-65), a major crisis arose as large numbers of multihandicapped children with serious hearing and vision impairment were identified but unserved. The Rubella Nursery of the NYU-Bellevue project was the first major center designed to demonstrate that severely multi-handicapped children could learn through coordinated efforts of highly specialized educational and medical services (Appell, 1982). The State Department of Education together with the schools for the deaf responded to the obvious needs of these atypical young deaf children by conducting a collaborative state-wide study of this population. As a guide to meeting their educational needs, a curriculum document was prepared by Cronin and Restaino (1972).

Not to be overlooked were the regulatory and supervisory roles played by such agencies as the NYC Health Department. In 1955, its Division of Day Care provided direct service to 148 preschool children with identifiable physical handicaps in 8 centers. Four years later, 24 such centers accommodated 600 children with physical handicaps. However, few children requiring use of crutches or wheel chairs were served. Of importance in preschool planning was the 1959 revision of the NYC Health Code. It no longer required separate facilities for disabled children (Clarke, 1960).

Broadening the Program Base

Though not as yet a national priority, opportunities for interaction between handicapped and non-handicapped children were being provided. According to Woodside (1985) The Little Room of the Brooklyn Heights Montessori School (1969) is the oldest continuous preschool mainstreaming program in NYC. A few preschool programs for severely handicapped children in the state have demonstrated what was called "reversed mainstreaming". For example, in both UCP/NYC and the Lexington School for the Deaf, non-handicapped preschoolers participating in the special education setting provided models for language, social and motor activities. While the programs appeared to be effective for both groups of children, funding sources for continuation were not available (L. Connor, 1975; Rafael, 1973).

In Nassau County, Levinson (1973) began a unique home based program providing toys and books to poor families with at risk two year olds. A modified replication with retarded young children was operated in upstate New York.

To expand the horizons for handicapped young children UCP/NYC sponsored family vacation conferences at Monmouth College in New Jersey. The 25-30 families, represented by 150-175 members, spent up to a week together. These "country retreats" were designed to strengthen the family unit as well as provide educational, social and counseling experiences for all (Park, 1979).

To ensure active outdoor play by physically handicapped young children, a unique fully accessible therapeutic playground was designed by Gordon (1972) at the Rusk Institute in NYC. This model playground has been replicated in six other countries.

The Government Responds

As the value of systematically developed preschool programs was recognized the government responded to the growing demands for services and funding. President Johnson's Great Society and the traditional American belief in education led to the establishment of Head Start (1965) as a way out of poverty. Since comparable benefits were seen for young handicapped children, incentives were provided for model comprehensive preschool programs through the Handicapped Children's Early Education Act (HCEEP, 1968). Further, the Economic Opportunity Act (1972) required that at least 10% of all preschoolers attending Head Start programs were to be handicapped children.

Changes in NYS paralleled the national movements. Although some preschool programs were in place, state funds continued to be limited (Mirsky, Beck, Whitaker, & Fletcher, 1971). By 1980 in NYS there were 21 federally funded HCEEP demonstration and 20 outreach projects. The Putnam/Northern Westchester BOCES cross-categorical program for 3-5 year olds was one of HCEEP's "exemplary projects" on the basis of its programming and the cost effectiveness in replication (NYS Education Department, 1984). Through the UCP national collaborative study of infants and toddlers with neuromotor and developmental disabilities, a transdisciplinary program guide was developed (Connor, Williamson, & Siepp, 1978). To facilitate sharing of program information and critical study of early childhood special education in the state, a consortium of representatives of the federally funded projects was formed (NYS Education Department, 1978).

Each year, since 1976, about 100 babies and toddlers with severe hearing impairment (deaf) have received educational services through public and private agencies under provisions of State Law (Ed. L. 4204-a). In addition, the education of deaf children three years and older is also fully state supported (Ed. L. 4402).

The 1976 revision of Article 89 of the Education Law introduced the State's Child Find effort to locate handicapped children from birth to 21 years and to increase public awareness of the rights of these children. A year later, 14 Direction Centers for preschool children were funded. Located throughout the state, they now assist thousands of parents and professionals in finding appropriate services for young handicapped children (NYS Education Department, 1984).

Although according to State law all young children under five years of age are entitled to a free and appropriate education (Ed. L. 3202(1): Ed. L. 4402(5)), early childhood special education is not as yet an integral part of the New York State educational system. Costs for educational programs and services for most handicapped children under five are shared by the counties of residence and the State Education Department when ordered by the Family Court (Family Court Act 236: Ed. L. 4406). In 1984 over 7000 handicapped children under five attended programs through this system.

For a number of years, the State Education Commissioner's Advisory Panel placed early childhood special education as the top priority for use of the NYS's discretionary funds. The 1984-86 State Plan proposes expanded and improved programs for children below the age of five who may benefit from special education and related services prior to school entrance. The State's role is not yet clear.

Our debt to the creative early program developers in NYS is great. Programs for infants and preschool children have grown from a few privately sponsored, usually categorical classes to a broad and varied spectrum of services for young handicapped children and their parents operated with state/local support. From the mounting evidence of positive effects, both short and long term continued support of early education's development and evaluation can be anticipated.

Author's note: This article is but a beginning. Any information on the History of Early Childhood Special Education in NYS would be appreciated.

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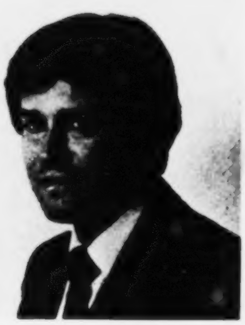

Securing Services for Young Children with Handicapping Conditions

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The fourteen Early Childhood Direction Centers, developed and supported by the New York State Education Department, provide free help to parents and professionals in obtaining services for children birth of five years, either handicapped or risk of developing a handicapping condition. During the past six years, over 23,000 children have been matched to local services.

The Early Childhood Direction Center network, developed and supported by the Office for the Education of Children with Handicapping Conditions within the New York State Education Department, was established in 1978 to help parents and professionals obtain services for children below the age of five, who are handicapped or are at risk of developing a handicapping condition. The network, composed of 14 Regional Direction Centers, provides information and assistance to parents and professionals so that handicapped children below the age of five can be linked to appropriate services as early as possible. Professional staff in each Direction Center conduct follow-up activities for children until they reach five years of age to assure that their changing needs and those of the family are met. Over the past six years, Direction Centers have provided assistance to more than 25,000 parents and matched over 23,000 handicapped children under the age of five to local services.

In order to facilitate the delivery of services to infants and preschool children as soon as a handicapping condition is suspected or identified, Direction Centers coordinate their activities with regional perinatal centers, including hospital nurseries and clinics. These procedures provide assurance that the service needs of such children are met upon discharge from the medical facility. During the 1984-85 project year more than 3,900 children below age five were referred to the Direction Centers from the Perinatal Centers.

Direction Centers also receive referrals from parents, pediatricians, nurses, social workers, early childhood educators and other professionals involved in serving young handicapped children. During the 1984-85 project year, the network responded to 10,609 service requests and assisted 5,283 parents, 376 professionals and 666 agencies in providing services to 5,510 handicapped children, age birth to five. Direction Centers maintain up-to-date files of local resources and provide parents and professionals with information regarding available services and program options. Assistance in locating and accessing screening, diagnostic and habilitation services, infant stimulation and preschool special education programs, parent training, counseling, respite care, transportation and funding can be obtained by contacting the Early Childhood Direction Center in your region. The address and telephone number of each project follows.

For further information regarding the Direction Center network, please contact:

New York State Education Department
Division of Program Development
Room 1071 Education Building Annex
Albany, NY 12234
(518) 474-5804

EARLY CHILDHOOD DIRECTION CENTERS

Early Childhood Direction Center
c/o Cantalician Learning Center
3233 Main Street
Buffalo, NY 14214
(716) 833-3127
1-800-462-7653

Regional Early Childhood Direction Center
264 Village Landing
Fairport, NY 14450
or
University of Rochester
Strong Memorial Hospital
601 Elmwood Avenue
Rochester, NY 14642
1-800-462-4344 or
(716) 223-6220

Early Childhood Direction Center
123 College Place
Syracuse University
Syracuse, NY 13210
1-800-962-5488
(315) 423-4444, (315) 423-3851

Broome-Delaware-Tioga BOCES
Adult Learning Center
740 Main Street
Johnson City, NY 13790
(607) 798-8736

Franklin-Essex-Hamilton BOCES
P.O. Box 28
Malone, NY 12953
(518) 483-6523

Variety Pre-Schooler's Workshop
47 Humphrey Drive
Syosset, NY 11791
(516) 364-8580

Suffolk Child Development Center
Hollywood Drive
Smithtown, NY 11787
(516) 724-2402 or 724-1717

Early Childhood Direction Center of the
Capital Region
Albany-Schenectady-Schoharie BOCES
Maywood Elementary School
1979 Central Avenue
Albany, NY 12205
1-800-342-1216 or (518) 456-9071

Early Childhood Direction Center
101 Hurley Avenue
Kingston, NY 12401
(914) 338-6755

Early Childhood Direction Center
St. Agnes Hospital
305 North Street
White Plains, NY 10605
(914) 681-4656

Early Childhood Direction Center
New York Hospital
525 East 68th Street
New York, NY 10021
(212) 472-6535

Early Childhood Direction Center
NICU
Interfaith Medical Center-Site A
1545 Atlantic Avenue
Brooklyn, NY 11213
(718) 240-4600

Early Childhood Direction Center
United Cerebral Palsy of Queens
82-25 164th Street
Jamaica, NY 11432
(718) 380-3000 Ext. 265

Early Childhood Direction Center
Lincoln Medical and Mental Health Center
234 East 149th Street, 4A Room 50
Bronx, NY 10451
(212) 579-5778 or 579-5779

President Message

(Continued from Page 3)

others from all over the country and Canada. Next year perhaps we can all meet in Chicago for the "Winds of Opportunity" convention during April 20-24, 1987. Believe me when I say that you will love it!

I urge you to submit your application for the first mini-grants to be awarded by our federation. Hopefully, the three, $300.00 awards will assist one teacher, student, teacher educator or other professional involved with special populations, in their effort to improve the quality of education of our students. This is the start of a policy your executive board is committed to and which is the result of requests from our membership for funding of special projects. Since this is the first year national has given us a full rebate on our membership we are pleased to pass on the benefits of national's action to you at this time. Please write or call your CEC officers or me for a Mini-Grant Proposal form.

I have many good memories of New Orleans and my year as president of the NYS-CEC federation. It has been a very satisfying and personally enriching experience for me. My best wishes to all of you and I hope you all continue to enjoy the advantages of active CEC membership!

The Status of Preschool Special Education in New York State

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New York State Education Department
Office for Education of Children with
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(518) 474-5548

Currently, in New York State, school districts are not mandated to provide special education services for children with handicapping conditions who are below five years of age. New York State does, however, offer a broad spectrum of services for this population. The majority of programs are funded through state and county funds, when parents successfully petition the Family Court in their county of residence for the cost of their child's special education. Despite the quality of service of many of our programs, such educational service should not be allowed to exist as a virtually unregulated, unmonitored and unaudited system. Though the State Education Department recognizes and supports the need for early intervention, the continuation of the current Family Court program cannot be endorsed. We need to insure that a comprehensive service delivery system, which is accessible in all regions of the state and provided in a cost effective manner, will be available to all young handicapped children.

During the past decade, because of P.L. 94-142, the right to education for children with handicapping conditions has received a great deal of nationwide attention. This landmark legislation, which has affected more than 5 million children, includes assurances for the provisions of a free appropriate public education for all children with handicapping conditions between the ages of 3 and 21 unless such provisions for children, ages 3 to 5 and 18 to 21, are inconsistent with state laws or practices. Currently in New York State, school districts are required to provide special education services for children with handicapping conditions beginning at age five.

Though New York State does not have a mandate for the provision of special education services for children with handicapping conditions below the age of 5, it does offer a broad spectrum of services for young disabled children. These services are offered in both the private and public sector and include a full continuum of alternative placement options. The continuum consists of home-based services and full and half-day center-based programs which are offered in self-contained or mainstreamed settings. Different class size options also exist. These services are not, however, available or equally accessible on a statewide basis. While some counties offer a broad array of services for families to consider, other counties have only one or two preschool special education programs.

The vast majority of children with handicapping conditions from birth to age five have been able to access needed services when their parents petition the Family Court in their county of residence. More than 10,000 young children received special education services during the 1983-84 school year as a result of an order by a Family Court judge. Costs for these services (which are paid by the county with up to 50% reimbursement by the State) exceeded 120 million dollars. An additional 26 million dollars was expended on summer educational services for school-aged handicapped students. These figures can be compared with total preschool and school-aged court ordered costs of less than 15 million dollars spent six years ago. The costs of court ordered services for the current school year are anticipated to be well in excess of the 149 million dollars that were expended during the 1983-84 school year. Yet, these needed but costly services are provided without adequate programmatic or fiscal accountability or controls.

It is important to recognize that, though there are problems with the current service delivery system for young handicapped children, the Family Court petitioning process has enabled many children with handicapping conditions who could not be served in the public school to receive needed special education services. The table below shows the number of preschool children who have received State reimbursement for court ordered services over the last five years. The children served through the petitioning process have included youngsters from birth to five years of age with various handicapping conditions. As clearly indicated by the data, each year more and more young children with handicapping conditions have been able to access the Family Court system to receive needed special education services.

Number of Preschool Children with Handicapping Conditions Who Received State Reimbursement for Court Ordered Services

Year	Summer Program	10 Month Program	12 Month Program
1980-81	2,357	5,735	Not Available
1981-82	3,976	7,808	Not Available
1982-83	4,529	8,556	509
1983-84	5,487	10,913	1,385
1984-85*	7,457	10,049	815

*It is anticipated that the number of children approved for State reimbursement for the 1984-85 year will actually be higher, since additional requests for state reimbursement are currently being processed.

In 1976, the enactment of Chapter 853 of the Education Law resulted in local districts assuming greater responsibility for school-aged children with handicapping conditions. Placements in preschool and summer school educational programs remained under the jurisdiction of the Family Court. While the Education Department recognizes the need for early intervention and supports the availability of these programs, we cannot endorse the method by which programs are made available.

When one looks at the current use of the system, it becomes obvious that the system is not equally accessible in all parts of the state. Some counties have only one or two preschool special education programs from which parents can choose. In some geographic regions children have to travel outside their county to obtain needed services and in urban areas children are often put on waiting lists. Furthermore, Family Court judges should not be the decision maker in determining the types of educational programs and services most appropriate for a given child. Beyond these obvious problems, the funding method used under the current Family Court process results in counties having little control over costs. This has produced serious difficulties in establishing adequate county budgets. Perhaps the greatest problem with the current system is the lack of authority the Education Department has to establish regulatory standards, monitor these standards and establish proper control over programs and costs. While these responsibilities are clear for children who are of school-age, they do not currently extend to the population served by the Family Court Act.

For several years, the Board of Regents has put forth a legislative proposal that would establish a system for the provision of preschool and summer school programs for children with handicapping conditions and would allow for proper educational evaluations for these children. It would establish standards for program and fiscal accountability, similar to those in place for school-age population during the 10 month school year. This legislation would eliminate the program involvement of the Family Courts and the fiscal responsibility of the counties and place them within the jurisdiction of the state. The legislative proposal calls for full state funding of these two programs, and requires that the education system take a proper role in establishing both the need for services and the appropriateness of programs. The Education Department would have regulatory responsibility for these programs consistent with the authority it exercises over programs for the more than 280,000 school-age pupils with handicapping conditions. This would insure the provision of a service delivery system that would be comprehensive and accessible in all regions of the state, while being provided in a cost effective manner.

A significant body of research has verified the value of early intervention for young children with handicapping conditions. Numerous studies have indicated that early programming can affect growth in many areas by ameliorating some existing problems and minimizing the severity of handicapping conditions so that a child's development can be enhanced. Greater gains have been made by children with disabilities who have been provided early intervention when compared to similar children who have not received any preschool education. There are other studies which document that young children with handicapping conditions who receive educational services during their preschool years are apt to benefit from such early experiences many years later. In addition to the well documented benefits of early intervention for this population, evidence suggests that early childhood special education programs are cost effective over time. Various studies have shown that taxpayers will spend less money, in the long run, since children who have been enrolled in early intervention programs, are in less need of intensive services when they reach adolescence and adulthood.

Until a change is made in the existing statute, Family Court judges will continue to struggle with decisions regarding the service needs of infants and toddlers who are handicapped. At the same time, counties will continue to pay at least 50% of the costs of programs which should not be their responsibility. There are many quality service providers who are involved in delivering extremely effective preschool programs in New York State. However, despite the quality of service of many of our programs, no public program should be allowed to exist as a virtually unregulated, unmonitored and unaudited system. This is especially true for a public program which is intended to serve a population that needs significant help and which has resulted in the expenditure of large amounts of public funds. The state's responsibility to assure the health and safety of these children, and to hold those who use public funds accountable for the quality and cost efectiveness of their programs, must be asserted. Legislation that would allow the State Education Department to establish an appropriate administrative system and enforce appropriate safeguards and standards is the only way we can assure that the very young children with disabilities throughout our state receive equal opportunities for the quality educational services they need.

Developing Quality Early Intervention Programs— Suggestions for the Practitioner

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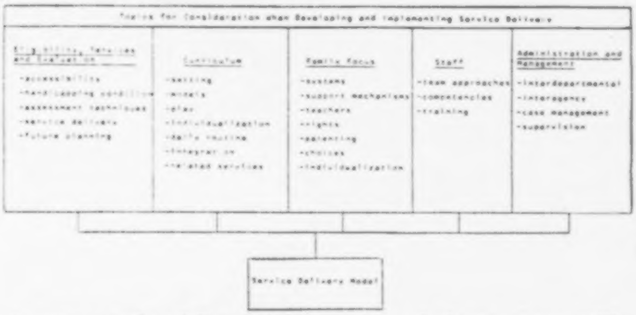
Many early intervention programs operate throughout New York State, yet no regulations exist to monitor procedures or quality. Therefore, providers need to monitor their own services. In order to assist in this process, a model is provided for program assessment. Questions in five major areas: eligibility, services and evaluation, curriculum, family focus, staff, and administration and management are asked. A program's philosophy in each of the areas will lead to different outcomes. The answers to the questions should help a program determine the level of quality of the services which are being provided.

In 1976 New York State enacted regulations for school age childrens' participation in Special Education. Unfortunately no such requirements exist for handicapped children under the age of five. Services are sometimes available to these children through Section 236 of the Family Court Act and Section 4406 of the Education Law. However, because of the nature of this law, no program guidelines, standards or approved schools exist.

The State Education Department (SED) has minimal requirements for individual children which include: an Individualized Education Program (IEP), appropriate related services, a certified special education teacher, a minimum number of hours for center-based and home-based programs, and placement in the least restrictive environment. Because these requirements are minimal, some counties and service provider groups have begun to address the issue of quality. For example, twenty-four service providers in Suffolk County worked cooperatively and agreed upon minimal standards to be used by all providers in the county. The New York State Consortium, a group of individuals who do or have operated federally funded Handicapped Childrens Early Education Program (HCEEP) grants in New York State also developed recommended standards which were disseminated throughout the state. The SED is moving from implementing and monitoring procedural activities for school age children into insuring quality through Part 100 of the Commissioner's Regulations. It is therefore of equal importance that early intervention service providers commit themselves to examining and insuring quality in their own programs.

Table 1 provides a model for program assessment by providers. It suggests five major issues which should be considered when developing standards for a program. They are: eligibility, services and evaluation, curriculum, family focus, staff, and administration and management.

TABLE 1



Topics for Consideration when Developing and Implementing Service Delivery

Eligibility, Services and Evaluation	Curriculum	Family Focus	Staff	Administration and Management
-accessibility	-setting	-systems	-team approaches	-interdepartmental
-handicapping condition	-models	-support mechanisms	-competencies	-interagency
-assessment techniques	-play	-teachers	-training	-case management
-service delivery	-individualization	-rights		-supervision
-future planning	-daily routine	-parenting		
	-integration	-choices		
	-related services	-individualization		

Service Delivery Model

A program's philosophy in each of these areas will lead to different kinds of outcomes in service delivery. Service providers should consider the following questions when developing or assessing their Early Childhood Special Education program:

Eligibility, Services, and Evaluation

How is equal opportunity and access assured?
What approaches are used for child find?
How is information shared among community programs?
What services are available for each handicapping condition?
Is there a plan among agencies for the elimination of waiting lists?
How are assessments used—to label, predict or plan?
What is the relationship between assessment and service?
How are children prioritized for services?
How is the length and frequency of services determined?
How are services analyzed to prevent duplication, overserving or underserving?
How is a continuum of services insured?
What planning takes place for kindergarten-age placement?
Does program evaluation measure impact on families and community as well as impact on

children?

How does program evaluation influence future planning?

Curriculum

Are setting options (home, center, home and center) available in the community?

How are both facilitative and direct instruction integrated into the curriculum?

How is the latest research applied to daily instruction?

Which models are emphasized in program planning (developmental, diagnostic-prescriptive, interactive, behavioral, etc.) and which is considered most important?

How is functional curriculum integrated into instruction so that goals that make a difference in the child's life and that are a priority for families are used?

How is play analyzed and used for developmental instruction?

How are goals for socialization, peer interaction, coping, language use, and each child's strength incorporated into the day?

How is each child's amount of structure determined?

How and for what uses is technology applied?

What opportunities exist for socialization with normal peers?

What standards are used for determining amount and type of related services?

Famiy Focus

How are families used as resources for their child's program?

How are family systems considered in planning?

How are family support services analyzed for appropriateness?

What, if any, methods are used to teach parents to teach?

How is the number of people who work comfortably with the family determined?

How are case managers used?

What process is used to teach parents about their rights?

How are parenting approaches integrated into the program?

What choices for family involvement are provided?

How is parent participation individualized to meet family needs?

Staff

How do teams determine their effectiveness?

What competencies are used by staff for evaluation and self-assessment?

What forms of staff development (individual supervision, needs assessments, workshops, college courses) are most effective?

Administration and Management

What communication strategies are used between departments in the agency and other community agencies?

How is each child and family assured an appropriate program?

How is administrative competency in early intervention assessed and improved?

Quality can only be addressed by constant internal monitoring. The answers to these questions should stimulate ideas for future directions for each early intervention program.

CONCLUSIONS

Research and empirical studies during the past decade have provided the evidence of the importance of each area addressed in this paper to the field of early intervention. As these areas are assessed, each major theme should be reviewed and a plan of action set. Certain key words should serve as reminders.

Accessibility

Accessibility is certainly a theme of education in New York State today. This concept must also be incorporated into early intervention programs. Equal opportunity and non-discrimination are not reserved for school age children and adults alone.

Options

Options in early intervention are essential yet different from school age services. Within any of these options (home, center, home & center, Headstart, regular nursery, etc), curriculum must be appropriate and therefore be different from school-age focuses. A firm understanding of normal and typical child development, the role of play and family involvement are essential at this age level.

Family Focus

Family focus is a relatively new term which has been used to expand the original concept of family involvement. It is not enough to insist that a family be involved as a model developed by a program; but, identification and planning for resources, support and viable options for families must be incorporated into program activities.

Staff Development

Staff development is another area receiving widespread attention since the Regents Action Plan. The field of early intervention incorporates knowledge and skill from a variety of disciplines and provisions must, therefore, be made not only for sharing expertise, but for encouraging staff to develop their individual competencies.

Interagency Cooperation

Interagency cooperation must also be sought and obtained. The paper mentioned an example of standards developed and agreed to by twenty-four service providers in one county. Agreements are also made annually between Special Education Training and Resource Centers and Early Childhood Direction Centers. Providers must constantly work to improve services and share resources so that quality progress rather than duplicative programs are offered in New York State.

Quality can only be addressed by constant internal monitoring. The answers to the questions raised in this paper should stimulate ideas for future directions for each early intervention program.

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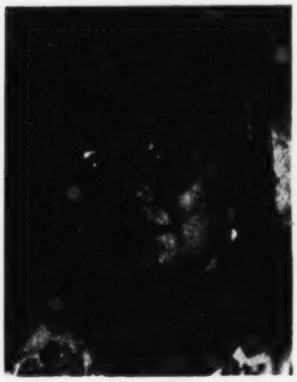

Early Childhood Special Education Professions: A Look at Competencies of Practitioners

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The number and size of Early Childhood Special Education Programs in New York State have been increasing since the advent of PL 94-142. The programs employ many types of personnel to provide services to the children and their parents. The article describes broad competencies which should be demonstrated by practitioners in the field and stresses the importance of field-based experiences in the training of ECSE staff members. A collaborative effort between the colleges and universities and ECSE programs is recommended.

Specific preparation of ECSE personnel is a fairly recent development in the field of special education. As the number of Early Childhood Special Education (ECSE) programs increase, the need for specially trained teachers, speech therapists and Social Workers has become apparent. There has been considerable concern among ECSE practitioners and those engaged in pre-service and in-service teacher training of the need to develop standards of quality for ECSE teachers and the programs which prepare them (Toole, 1984; Gold & Spivack, 1985).

The necessary skills, knowledge, and attitudes must be considered in the context of the professional roles in ECSE settings. "Clarification of the roles of various disciplines in early intervention training and the exact nature of the certification that should be required, are still unanswered questions" (Tingey-Michaelis, 1985, p. 92).

The traditional practice of organizing services based on disability categories is being phased out in most ECSE programs (Toole, 1983). The new emphasis in Special Education teacher training in general and ECSE, in particular, is on training teachers who can provide appropriate instructional programs for children regardless of the specific disabilities. ECSE teachers, trained in a generic model, must be capable of working with children with many types of handicapping conditions. To be successful, such a teacher must be innovative and able to put theory into practice. (Though Toole is writing specifically about educators these comments apply as well to all personnel working with ECSE.)

Though most lists of teacher competencies typically identify teaching behaviors appropriate for all ECSE teachers, Sass-Lehrer and Wolk (1984) suggest that the importance of specific competencies may vary according to the setting in which the teacher works and the teacher's experience. The New York State Consortium for Early Childhood Special Education developed a listing of competencies which represent the thinking of many persons concerned with ECSE programs, teacher training, and certification (Gold & Spivack, 1985). These competencies fall into eight broad categories which are also applicable to the other disciplines:

1. Knowledge of Child Development
2. Knowledge of Early Childhood Special Education
3. Skills in Identification, Screening and Referral
4. Skills in Assessment
5. Skills in Programming and Placement
6. Knowledge of Curriculum and Materials
7. Skills in Instruction and Management
8. Personal Qualities and Attitudes

Knowledge of child development enables the practitioner to recognize discrepancies between developmentally appropriate behaviors and those which may be affected by a handicapping condition. The practitioner considers the child's developmental level and age range as well as the special needs required because of the specific handicapping condition.

Knowledge of Early Childhood Special Education includes an understanding of the etiology and characteristics of handicapping conditions which manifest themselves in the early years. ECSE professionals should understand current special education practices as well as legal mandates and responsibilities. They must have a good understanding of the theoretical bases for what is done and why it is done.

These team members should be knowledgeable about and able to participate in the identification, screening, and referral processes. They must be able to interpret diagnostic data procedures supplied by other practitioners.

Clinical skills are required of the ECSE teacher and therapists. The use of formal and informal assessment techniques, including observation of child performance, are needed to supply data to other team members and to develop appropriate intervention strategies.

As a member of an educational team, each is expected to be an active collaborator in the development and implementation of an individualized education plan and the child's transition into appropriate programs.

The curriculum is an important component. ECSE teachers and therapists must know regular curriculum and how to adapt it for specific needs. They must have an understanding of the use of the special materials, prosthetic and other equipment to assist a child's learning.

Knowledge of general and special teaching methods and when to use them is an important competency. No recipes can be given for success. The larger the repertoire, the greater the likelihood that an intervention will be chosen which will be successful. The ability to set and maintain routines will also benefit the children. Teachers, in particular, must know how to work with the whole class, small groups and individuals so that each child's needs will be met.

Though personalities differ, many specific personal qualifies are needed by all ECSE professionals: a sense of commitment to children, respect for each child, and a professional commitment. ECSE teachers and therapists also need a high energy level in order to be alert and responsive to the many changes occurring in the classroom and to provide the appropriate program for each child in the class.

Two additional competency areas are imbedded within the eight described above but should be noted separately: communication and consultancy skills. The ECSE professional must be capable of developing working relationships with other team members and parents. The practitioner must be able to provide information as well as utilizing information the others share.

Effective practitioners must be sensitive to the needs and emotional states of parents. They must be able to communicate with parents in descriptive, informative language without resorting to or hidding behind educational jargon.

Coursework alone is not sufficient to ensure that ECSE practitioners develop these and/or other competencies. It requires a joint effort between those in the field and the faculty of the training institutions. "Teaching must be viewed as a clinical profession which implies a partnership with clinical sites, the schools", (Woog, 1985). Provision must be made to enable pre-service students to practice the competencies developed in their training programs under the guidance of skilled early childhood professionals in the field. (See Figure 1). Field-based training programs which integrate coursework with application in ECSE settings offer such opportunities. District or local agency based training programs can provide the settings for students to practice the skills which will be required when they are assigned to their own classes.

The field sites must be selected carefully. Sites are needed which will provide opportunities to observe and model the performance of a skillful ECSE service provider. The professionals-in-training must be given feedback concerning their interactions with the children, educational team, and parents. They should take part in team meetings and in-service training activities. Ongoing communication between the faculty of the training institution and the personnel at the field-site will insure the success of the graduates. The importance of such a cooperative effort has been highlighted by Dean Woog (1985), of the Institute for Teaching and Education Studies, Adelphi University. He suggests that a master teacher from each participating school, become a field supervisor for the assigned student teachers and coordinate activities with the Director of Clinical Practice of the Institute.

Even with these opportunities, it is expected that the competencies may not be equally developed at graduation. With additional experience, the acquired skills should be capable of being strengthened and refined. An internship period following the initial training should be considered. During this internship the new staff member will work under the supervision of an experienced practitioner. This mentor will be a sounding board for the ECSE intern as theory is put into practice in the field setting.

Education should be a continuing activity among ECSE personnel. Attendance at professional workshops and conferences will enable them to keep abreast of new methods, materials, and research findings which can be incorporated into their programs. Sharing expertise and experiences is another important aspect of the professional role. The commitment to lifelong learning is a competency which must be nurtured at all ECSE settings and among all professional groups.

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Parents and Preschool Programs

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This paper discusses the value of including parents in planning for their special needs preschooler. Traditional professional practice models and social issues which interfere with a home/school link and contribute to antagonisms between the two systems are identified and addressed. A program approach developed at VPSW which empowers parents, includes them in both assessment and service provision and offers an after-school support system to families is presented as one way to promote a cooperative advocacy stance.

In the last decade powerful parent/professional coalitions: advocates for PL 94-142 have undergone important changes. These very same groups that once worked long and hard to revolutionize the education of children with handicapping conditions are now finding themselves (at times) in adversarial positions. It is apparent that this is indeed a serious problem. A significant body of research indicates there is a direct relationship between the progress of the children and the degree to which their parents are involved in their educational program. Bronfenbrenner (1974) points out "the family is the most effective and economical system for furthering and sustaining the development of the child. . .without family involvement any efforts or intervention at least in the cognitive sphere appear to erode rapidly once the program ends. In contrast, the involvement of the parents as partners in the enterprise provides an ongoing system which can reinforce the efforts of the program." It does seem obvious that parents and school staff should be natural allies.

The growth of a new special education sector, the preschool component, makes it imperative that we seek an explanation for this surprising and negative development between parents and schools. Now there is another opportunity to reestablish coalitions, to address polarization, and to learn more about interactions that have gone awry. This paper will examine some key aspects of parent/professional relationships. First we will look at the traditional attitudes and roles of each, and then we will suggest a "new view."

Traditional Attitudes and Roles

Providers of services for families with children with handicapping conditions come from a variety of fields such as mental health, medicine and education. But all seem to have been influenced by the same earlier traditions and all of course need to remember that their responsiblity is different from that of the parent. Perhaps it is the lifelong obligation to a child who may never become independent and who may always need family support that shapes the parent perspective.

In the 50's and 60's social reformers introduced programs thought to be attentive to the needs of the handicapped and their families. With good intentions huge state institutions were established to reform an inadequate system and to achieve humanistic objectives. Residential "treatment" was provided to children excluded from public school. Needless to say those plans to care for the children and rescue their parents failed to fulfill their promise. The horror stories of those times need not be retold here. The change in social policy that followed in the 70's produced essential educational rights for the children but it did not rid the profession of residual attitudes that accompanied that earlier paternalistic reform movement. The great social critic Lionel Trilling concluded an essay with a comment of relevance. "Some paradox in our nature leads us, once we have made our fellow men the objects of our enlightened interest, to go on to make them the objects of our pity, then of our wisdom, ultimately of our coercion." We need to understand that families of a child with a handicapping condition will look at service issues quite differently.

The birth of any child is a major milestone in the life of a couple. It alters the family organization. With an added child there is a shift from a system of two to one which includes three or four. This creates new responsibilities and demands which parents assume will be counter balanced by new gratificiation.

The wish to become a parent is prompted by a variety of needs, among which is the desire to expand one's circle of loved ones—to love and be loved. For some fathers and mothers, parenting is perceived as a fulfillment of their biological destiny. Parenthood is chosen for many different reasons, but the hope is always that this will be a time of emotional enhancement. With conception and parenthood come aspirations for the family: dreams of love, security and achievement. The plan is for a healthy, happy child. The expectation is that the child will be an asset, although the specific form of this fulfillment depends on individual parental needs and fantasies. For many this is a critical way to meet their needs for purpose and responsbility. Some see parenthood as another opportunity to satisfy their own unfulfilled childhood needs or to realize thwarted adult ambitions. Still others may hope that parenthood will be a means of providing protection and care for themselves in their old age. Most expect that their children will do at least as well in life as they did or hopefully even better.

Because of these fundamental and deep seated yearnings, families do not move with tranquility from one with well children to one which includes a child with disabilities. A thwarted dream is not easily abandoned. A crisis is precipitated with the identification and diagnosis of the child as handicapped. It is a catastrophic family event. Self-images suddenly explode.

Primary parental hopes and fantasies are threatened. This violation of expectations alters the normative family developmental stage and parenting task. It is a time of great trauma. It is further complicated when parents are immigrants, "single" or struggling because of low levels of economic or educational achievement. This "identification stage" thrusts a new status upon all families. It evokes feelings of shame and anxiety. It requires significant adaptive changes.

For parents of children with the "invisible" problems of language, learning and behavior, with disabilities becoming evident at the preschool age, this period is especially confusing. Instead of celebrating toddler milestones and applauding achievements, professional evaluations need to be arranged. Diagnostic procedures and classifications essential for funding and placement purposes evoke many fears. Because parents cannot see the problem, did not anticipate it, and do not understand it, some react not only with distress but also with rage and uncertainty. Indeed the intensity of these reactions and the family turmoil often provided a "rationale" for professional doubts regarding parenting capabilities. Perhaps it is not always understood that it is "normal" to react in an "abnormal" way to such a crisis.

Parents as Clients

Eagerness to "help" prompted providers of services to assume that their efforts to provide counsel would be welcomed by families; and indeed some did make use of traditional mental health programs. But many did not and this was perplexing. We have come to learn that most parents do not consider themselves clients or patients despite the unique responsibilities the parenting of a child with handicaps imposes. Typically they do not seek out psychotherapy for themselves. Even though professionals have noted the risks of dysfunction to the family, parents (especially at the first phase of identification) "resist help" for themselves. Indeed many have complained they were demeaned when approached by professionals with such an assumption.

Mental health centers sometimes angered and alienated parents who brought their problematic children for evaluation and they too were scrutinized. Perhaps the rationale for this approach can be found in the psychodynamic tradition as well as in clinic records which document maladaptive family patterns. Justification for the assumption regarding client status was also found in professional familiarity with the consequences (of disability) to family life. Families were often isolated and overwhelmed both emotionally and financially. Worry, chronic stress, and the extraordinary burdens of childcare eroded parent strength. Each family member had to deal with disappointed expectations, shame and resentment. The family system could not always functionally meet the needs of all its members. The incidence of divorce, separation, and substance abuse was greater in these families.

For all these reasons as well as the long established psychodynamic bias in which the mother-child interaction was often perceived of as the site of pathology, a pattern was set. Mothers as well as children (the identified patients) were evaluated and often found lacking. For in truth, and with rare exceptions, children with disabilities are born into many families who had neither the knowledge, skills, emotional or financial resources or support systems to deal with their child's unexpected needs. Parents are often unfamiliar with early child development, as well as the significance of their child's handicapping condition. Their expectations for behavior indeed may be inappropriate. As a result the mental health professionals worked from a subtle bias of mother-blaming and that became the norm. And since parents during this placement phase had a heightened sensitivity to criticism, they perceived and reacted to this judgemental attitude and many were alienated.

Parents as Advocates

It took an act of Congress (PL 94-142) to persuade educators that parents could and should participate in decisions about the education of their handicapped child. Widespread criticism of established public school practice and coalitions had become; a significant political force and persuaded legislators to give parents the needed power to hold the school system (that once excluded handicapped children) accountable. With this radical innovation a new checks and balance system was put in place. Parents were designated by law to act as advocates for their own children and their roles at the COH and with the IEP were structured.

This shift in policy provided the assurance parents sought to safeguard the rights of their children and their access to an education. But school personnel were not prepared or ready for a changed power relationship or the expectations that followed. Until then, teachers assumed that only trained educators were experts. And since many, particularly in special education, were still struggling to achieve their own professional status and recognition, they were understandably threatened by these legally imposed new partners.

As schools began to implement a new special education policy they had to contend with reminders of fiscal constraints from other tax-conscious voices and community programs. Administrators of these programs had to reconcile the needs of the newly enfranchised with the entrenched establishment. The reality of limited resources set the stage for conflicts and strained relationships.

A "New View" (Parents as Partners)

In the school at Variety Pre-Schooler's Workshop*, we chose to change our methods because of our failures with the "client" approach and the authoritative instructional approach. With those methods we helped too few. Instead we looked for ways to form partnerships with more parents. We formulated an approach which reaches for sensitivity to both their needs and rights and leaves it to them to decide whether or not they are clients. And we find that parents in fact do not need to choose client status for something of value to happen. Indeed, client status establishes only one possible role, but people need to be able to choose from others as well; roles that recognize that people vary greatly and there is heterogeneity amongst families. Instead of imposing one or two kinds of parent/professional relationships we offer a variety of interactions and programs that strengthen child-rearing skills and the family. Empowering parents, providing them with information, resources and services acknowledges the role they play. It recognizes that the family is central to the handicapped child's development.

At VPSW we begin with (PAC) Parents as Assessors of Children and use THE FIVE P's (Parent/Professional Preschool Performance Profile). In this approach parents share responsibility for assessment with the teacher. Both primary caregivers simultaneously but separately rate the child on observed performance in the child's two major natural settings: home and class. THE FIVE P's, an assessment instrument for use with preschool handicapped chil-[redacted] learning, language or behavior problems identifies stable and emerging skills in five developmental areas of: routines and self-help skills and language, motor, social and cognitive development in children functioning below five years of age. Ratings of these skills are used to plot a comprehensive performance profile of the child's strengths and needs. This profile compares the child's home and school behavior and provides a basis for setting appropriate goals. With this method the school gains valuable information about the whole child and his or her behavior in relation to his or her chronological age. It acknowledges parental expertise by including their data in a formal assessment procedure which helps determine the child's IEP. It enhances their (sometimes diminished) status and helps combat their feelings of impotence. It leads parents to a better understanding of their early child development sequence and a more realistic perception of their child's strengths and needs. It challenges old assumptions that parents could or should only be clients or consumers of service. It enhances cooperation and interactions between home and school.

Training parents to develop assessment skills and including them in the selection of goals for remediation linked to their own ratings improves their judgement and leads to more appropriate expectations. It promotes the concept of shared care. It also prepares parents to assume additional planning responsibilities and enables them to take advantage of other program offerings.

This nontraditional approach to parents enhances competence and promotes a broader involvement with the school. It increases the utilization of a variety of services to families in addition to the usual counseling offered by the social work department. These ideas of parent empowerment began with the thinking which accompanied the work around assessment and the use of THE FIVE P's, but proceeded much further. They took another shape with an entirely new structure, housed in the school, but with a separate identity and named the "Family Center."

The Family Center is an afterschool and Sunday program with activities that include a parent mutual aid network, peer support and all-day Sunday and afternoon programs with recreational, social respite and educational components. There are socialization activities for the child with special needs, support and respite for siblings and time off for mothers. These programs function alongside traditional services which offer individual, couple or family counseling as well as support and (professional and peer) educational groups. The objective in all the components is to strengthen parenting skills and the family. Individual family priorities determine the program offerings, with parents and professionals sharing responsibility for developing and providing services. The Family Center builds on a rationale that is different from conventional offerings because it views parents as members and participants rather than clients. It maintains and increases family competence.

Another View of Advocacy

Today there are legitimate reasons to be concerned about "advocacy" and "partnership." There are difficulties establishing alliances and we are living in litigious times. While acceptance of parents as legitimate participants in the education of their handicapped children may diminish some of the adversarial interactions, it alone is not likely to interrupt the deterioration of alliances. Special education administrators and school staff who once joined forces with parents on the ramparts must remember that important advocacy issues remain. The nature of these may have changed now that access to an education (for the most part) has been achieved but there are still problems. To some they may seem less important or more like those found in the regular educational system. Nevertheless they are likely to stir the old passions because the consequences of indifference or mediocrity is always significant for children with special needs. Today these issues include mandates for the education of all special needs preschoolers, safe transportation and related services. The cost and quality of these services and the availability of insurance are issues which are likely to dominate and confound communities and legislators in the next decade.

Professionals who are now part of the establishment need to remain sensitive and available to parents. Internal systems need to be put in place so staff can continue to hear the issues. With new positions of power, professionals have acquired another kind of influence with legislators and communities. This can be used to educate, mediate and negotiate; to minimize the conflicts that can consume and waste staff and parent energy that is better utilized on behalf of the children.

Conclusion

Parent empowerment is a major trend of the 80's. It can be seen in the federally mandated role of the parent of a handicapped child. It is also part of a growing and larger movement of consumer participation. It is not likely to change or lose its force. It builds on the natural desire to help oneself and one's own. It values independence and resists dependency. It has an enormous human and fiscal potential. It expands our limited resources since empowerment can convert parents "who are in need" to parents "who can do." Empowerment enables parents to become their own child's major teaching resource. Despite the new polarization parents and professionals can still find common ground. It can be seen in the concerns they share for "their" child. The outlook for coalitions in the newer preschools is brighter when we promote collaboration through program partnerships and shared care. Programs which address these issues are likely to work better and to enhance the caregiving of both the family and the school, the child's two major teaching systems.

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*founded by the author in 1966

The Interdisciplinary Educational Team

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How is it possible for staff members who differ in personality and in professional training to function as an integrated unit? It is our purpose here to identify some key ideas and suggest working principles which address inherent problems in the design of the interdisciplinary educational team.

The second most important and difficult set of relationships to sort out, after that of professional-parent is that of the interdisciplinary team. A commonly agreed upon understanding of the idea is offered as follows:

> An interdisciplinary team is a small organized group of staff, trained in different disciplines, where each member contributes unique perspectives and skills to solve a common problem. There is continuous intercommunication, reexamination of efforts, and group responsiblity for the final outcome."

It is indeed a rare phenomenon when the interdisciplinary educational team functions as just defined. Often the term "interdisciplinary team" is a euphemism for an autocracy dominated by one discipline, or at the other end of the continuum, as anarchy, when everyone on the team does his/her "own thing." The former is most characteristic of the medical setting and the latter is usually the form taken in the traditional special education setting. However, the recent growth of the preschool special education component provides us with a new opportunity to design a more successful interdisciplinary team.

Incidentally, it should not surprise us that the use of the interdisciplinary team has often been problematic in the settings embracing the idea. Unfortunately, the integration of staff efforts around a common problem is glibly talked about; its complexity not well-recognized. After all, how is it possible for staff members who differ in personality and in professional training to function as an integrated unit? It is our purpose here to identify some key ideas which address inherent problems. Three interrelated issues to be discussed are:

a) An Overall Philosophy
b) Leadership
c) Confidentiality

An Overall Philosophy

The basic premise underlying the notion of an interdisciplinary team is that no one discipline can provide all that is needed in a problem area or situation. A corrolary to this is that it is generally not possible to predict which discipline will make the most important contribution to problem solution—or even to identify this afterward. What follows from this is that the team collectively needs to be viewed as the single major instrument for change. Identification of staff members with a particular professional discipline is of secondary importance, serving only to identify the skills and training needed by staff to carry out their roles as members of the team. Simply put, the usual educational interdisciplinary team consists of a special education teacher, language pathologist, psychologist, and social worker. Each is required to carry out their roles in accordance with an overall plan developed by the team as a collective product.

Leadership (role of "team leader")

The interdisciplinary educational team is a *group* and as such it constitutes an interactive and interdependent situation. Similarly, as with all groups, leadership is a key function for effective work. The "team leader" can be appointed from any discipline, as no discipline can be predicted to be in the ascendancy, nor does any discipline specifically teach the skills of team leadership in its course of professional training. In an organization large enough to support a number of teams, it would be wise to select team leaders from a variety of disciplines to validate this idea, and thereby reduce the negative effects of a hierarchy based upon professional discipline.

One way of understanding the team leader role is to consider it as having both "outside" and "inside" elements. By "outside" we mean that the team leader works to keep the boundaries of the team permeable, to assure a continual exchange of information with its surrounding environment. By this, we include liaison work with administration, and enlisting supervisory staff when necessary.

The relationship of the team leader to the administration is of particular importance. Their mutual support is crucial. Administration is best viewed as effectively giving direction to carrying out the function of the organization. Similarly, administration might best view the team leader as carrying a key role in the organizational structure whose power esssentially comes from two sources: 1) the ability to facilitate the work of the team, and this has to be earned 2) the authority of the administration which supports the role. In this latter connection, it is important that administration be sensitive to how policy decisions impact on the functioning of the team.

Another aspect re: "outside" is the relationship of the team leader to the supervisory process. We believe that the team leader does not supervise at the team meeting itself. It would be unrealistic, as team members contribute the special expertise which comes from different disciplines and are more properly educated and held accountable by a senior person from their own discipline. However, as the role of team leader carries responsibility for the work of the entire team, it is apparent that the performance of any single team member is of concern. This "untidiness" of design gives some cause for worry, but it is inherent in interdisciplinary work and has no readily available solution. When team members are making good contributions and the team is functioning well, the team leader needs to give this issue little thought. The instances where there is difficulty and a team member may not be contributing necessary data, may be having problems with other team members, or troubling personal behaviors may be surfacing, the team leader may need to enlist the help of the supervisor in that discipline.

This leads us to some thoughts about the "inside" elements of the team leader role—or the inner workings of the team itself. Essentially, the team leader has to be concerned about helping with two interrelated needs: 1) task accomplishment 2) group maintenance. For optimum effectiveness both of these needs must be addressed.

Task accomplishment refers to the need of the team to collect data and to engage in problem-solving and decision-making. In a general way, the team leader must be able to get the team to make decisions. More specifically, the team leader needs to be able to make demands for data, evaluate it, and request additional information when needed. Ultimately, the team leader needs to be able to articulate a plan which emerges as a result of collective thinking.

The other set of needs to be attended to are group maintenance aspects—referring to a concern for the emotional needs of team members. A well-functioning team provides a system of mutual emotional support for staff members, to enable them to deal with the stress of working with difficult populations, and to tolerate the tensions that arise from occasional disagreements among team members around goals and methods. The team leader can help to develop a good working climate. By "modeling" behavior, the team leader can establish norms of behavior and feelings of trust, so that team members can share what is going well, what is not going well, and then proceed undefensively with good problem-solving. Decisions become the products of member thinking, and cooperation, and not related to a hierarchy based upon coercive power.

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Professional News

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Representative Mario Biaggi received the National CEC "Legislator of the Year" Award at the third Northeast Regional Conference (New York, New Jersey, and Connecticut). The conference explored the legal issues that impact on the field of special education and how we can advance legislation.

Student chapter, 117, at the State University College at Buffalo has had a very busy year. **Paul Thoms** (117) reports that their year started with a Leadership Weekend sponsored by the New York State Federation followed by a mentor-mentee meeting co-sponsored with Chapter 402, the Greater Niagara Frontier Chapter. In November, student members took children with handicapping conditions to the college camp, Whispering Pines. In the spring, they conducted an Exceptional Experience Week at the camp with adults who are mentally retarded. Employment and career development were the themes of two chapter meetings. **Gary Pogorzelski** (248) Director of Special Education Programs, Niagara Wheatfield School District presented a talk entitled "Who Do Employers **Really** Look For" and **Cecile Biltekoff,** Director of the Career Development Center spoke on how the Center can help you find a job. A final meeting of the year featured **Dr. Fred Chapman,** Director of Academic Standards and Certification who talked about the NTE, Certification, and local teachers exams. All was not serious, however. Their activities also included a Halloween Party at the West General Developmental Center and a year end pizza party!

At the Family Exchange Center of the Variety Pre-School Workshop, a preschool special education program in Syosset, New York, families are viewed as participants in their child's support system rather than as patients or clients. **Judith Simon Bloch** (71) and **Martin Seitz** have developed this nontraditional approach to helping families with developmentally disabled children with support from the New York State Developmental Disabilities Planning Council and the United Way of Long Island. The center is a system of professional and peer support which offers social, recreational, educational, mutual aid, support, and respite activities to families of the developmentally disabled. Their program is described in a handbook, **Empowering Parents of Disabled Children: A Family Exchange Center.** Its publication was supported by a grant from the A. L. Mailman Family Foundation, Inc. The center is at 47 Humphrey Drive, Syosset, New York 11791.

A conference, "Technology for the Handicapped: Meeting the Potential" at Teachers College, Columbia University, was held on May 15-17. It provided an overview of the use of computer technology in Special Education. Workshops and presentations covered a variety of topics: Computer Assisted Instruction, word processing, authoring languages, Logo, teacher training, administrative concerns, adaptive devices for the severely handicapped, augmentative communication, and innovations for the future. **Jed Luchow** (498) of the College of Staten Island, CUNY, **Jim Kosak** of the New York Association for the Blind, **Charles Hedbring** (943) of Program STEPPE, and **Kenneth O'Toole** of the Center for Learning Technology shared their experiences with applying computer technology in special education. Featured speakers were **Alan Hofmeister** (499), Utah State University, **Diane Tobin** (264) and **Gilbert Schiffman** (721) of Johns Hopkins University, **Michael Behrman,** (45), George Mason University, **Joel Mittler** (71), Long Island University, **Randy Bennett,** ETS, **Robert Taylor, Winthrop Adkins, John Black, Robert Kretschmer,** and **Jeanette Fleischner** (45) of Teachers College.

The Department of Special Education at Teachers College has developed a new specialization, applications of technology in programs for the handicapped, as part of their Doctoral Program. Some Funding is available for tuition and stipends. For further information contact Dr. **Jeannette Fleischner** (45), Department of Special Education, Teachers College, Columbia University, Box 223, New York, NY 10027, (212) 670-3880.

Meetings of the Greater Queens Chapter, 1002, featured talks about the learning disabled and reading. **Barbara Neuner,** a teacher trainer, spoke about the nationally validated program, **Learning to Read Through the Arts.** In New York City, the program employs the arts both visually and performing as a core for learning for Chapter I eligible students. Artist teachers, reading and classroom teachers work as a team, using a holistic approach to improve reading and writing skills. **Ernest Siegel** (742) discussed **Strengthening Social Perceptions for the Learning Disabled.** The annual awards program, May 22, 1986 honored approximately fifty special education teachers for their outstanding contributions to the field of special education in five areas: innovative curriculum development, individualized instruction, creative/academic theraphy, communications facilitator, and master teaching.

The Greater New York Chapter, 742, will honor special education teachers, paraprofessionals, and students at an awards ceremony. **Edward M. Sermier,** Director of Special Education for the New York City Board of Education will be the guest speaker. Two members of the New York Chapter have become supervisors of special education. They are **Frances Ross** (742) and **David Schmell** (742) **Maureen Mc**

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State Federation Elections

All nominated candidates for State CEC office were asked to please provide the following information a) a photograph; b) your current position; c) your service record in CEC (include any work at the local chapter, state federation or national level); and d) a 100 word statement regarding what you have to offer the office you seek.

To vote, please use the ballot on pages 25-26 of *The Forum.*

Vice President

Lyle C. Lehman (19)

Current Position—Coordinator, Resource Center for the Blind located at the N.Y.S. School for the Blind.

CEC Participation—Member for 26 years from 1958 to the present.

Active in CEC in Colorado, Ohio and New York

Guest Editor *Forum* Spring 1984 issue

Advisor, New York State Student CEC Chapter—2 years.

Advisor, Geneseo State College Student Chapter 1974-76

As Department Chairperson co-hosted two-day spring conference planned by Geneseo State Student CEC Chapter 1974-1984.

Advisor to Ohio University Student CEC Chapter for three years.

Arrangements Committee NYS CEC Convention for one year.

Received outstanding teacher award from Student CEC Chapter Ohio University.

Received award for development of Special Education Program at Ohio University from Student CEC Chapter.

Award "Lyle Lehman Distinguished Service Award" to be given annually to a person or organization contributing to program services for the handicapped was established in 1974 by southeastern Ohio Chapter of CEC.

Candidate's Statement—I have 26 years in the field of special education as both a professional and volunteer. My special education experiences include classroom teaching and administration in the public schools and program development, administration and teaching in a teacher preparation program. I have served on Boards providing services to the handicapped such as: Local and State ARC, Mental Health, Sheltered Workshop, AAMD, Council for the Disabled, Volunteer and Advocacy. I would be pleased to have the opportunity to utilize my teaching, administrative, and community service experience to participate in the leadership of the New York State Federation of CEC.

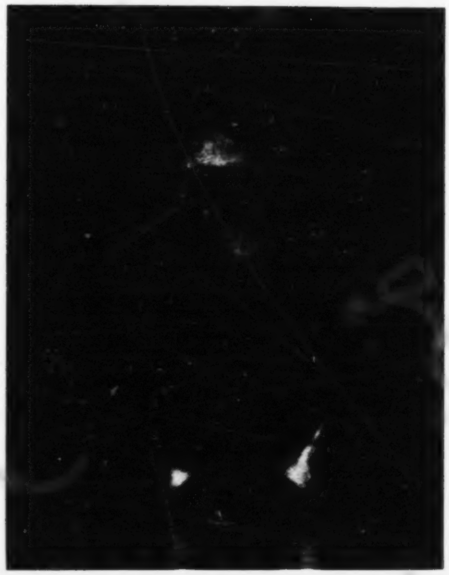
Candidacy for Regional Representative New York Region II

Leonard Barham (45)

Current Position—Supervisor of Special Education, Manhattan Region, New York City Board of Education. Also, Adjunct Assistant Professor, College of Staten Island, CUNY.

CEC Participation—Presently, Acting Regional Representative N.Y. Region II; December, 1977, to October, 1979, President of Teachers College Chapter 45.

Candidate's Statement—In my 14 years in special education, I have been a teacher, administrator, and supervisor. I am familiar with the public and private resources available in Region II. I have been involved in professional development through my education and work. I feel that my rich and broad experience has prepared me well to provide the necessary leadership required from the position of Regional Representative. I believe I will be able to assist the chapters and membership to benefit from CEC and benefit the organization in turn.



John F. Szolnoke Ed.D. Candidate, M.Ed., M.S.B.S. (45)

Current Position—School Supervisor, Association for the Help of Retarded Children, Bronx Habilitation Center.

Candidate's Statement—

As your representative I will strive to build strong bridges between our CEC Chapters and the various programs and facilities serving exceptional children and adults within each borough. Pioneering agencies and various professional organizations offer the opportunity for our members to learn first hand about fellow members roles in their respective fields. I have had the opportunity to work in both adult programs and schools as a special education teacher, developmental specialist, special education program supervisor and school supervisor. As your representative I will seek to present our regions concerns to the New York Federation and expand our memberships' role in the community.

Call For Award Nominations

The New York State Council for Exceptional Children Awards Committee is interested in receiving recommendations for recipients of the following special awards:

New York State Council for Exceptional Children Service Award—Candidates for the Service Award shall have demonstrated a long term commitment toward furthering the work of the New York CEC. Their contributions to the organization shall have been of such a nature as have distinguished them from others in the organization.

Friend of Special Education—Candidates for this award shall have proven through their actions a sincere desire to further the advancement of handicapped individuals.

Legislator of the Year—Candidates for this award shall have proven themselves to be advocates of special education. They shall have demonstrated through their legislative record an ongoing interest in and support of concerns of handicapped individuals.

Outstanding Retiree—Candidates shall have made an exceptional contribution during his/her career to the field of special education. Candidates shall have retired at the end of the 1985-86 school year.

Outstanding Teacher—Candidates shall have made an outstanding contribution to his/her children in the classroom.

One award will be presented in each category. Awards will be presented at the State Convention being held November 7-9, 1986 at the Concord Hotel in the Catskills. Nominations should include the award title for which the nomination is being made, candidate's name, address, telephone number, chapter number, qualifications and rationale for his/her being nominated. Name, address, and telephone number of the person making the nomination should also be included. Nominations should be detailed enough to give a clear description of the candidate.

Mail all nominations to:
Mrs. Bertha Perez
Past-President, New York Federation
59-35 160 Street
Flushing, New York 11365

Nominations must be postmarked no later than September 15, 1986.

* * *

REMEMBER

Conference at the Concord.

November 7-9, 1986

* * *

NEW YORK STATE FEDERATION OF CHAPTERS OF

THE COUNCIL FOR EXCEPTIONAL CHILDREN

OFFICIAL BALLOT

1986

DIRECTIONS:

1. Mark an X in the box of the candidate of your choice.

2. All members may vote for Vice-President.

3. ONLY those who reside in N.Y. Region II may vote for the Regional Representative.

4. Ballots are to be returned within ten (10) days of receipt to:
   Sally S. Quinby
   3340 Baker Road
   Orchard Park, New York 14127

Detailed information regarding each candidate is printed in this issue of the FORUM.

VICE PRESIDENT (All members vote for one)

1. Lyle Lehman .... ☐
2. Other.. ☐
   (Write name in.)

REGIONAL REPRESENTATIVE

New York Region II

1. Leonard Barham .... ☐
2. John F. Szolnoki .... ☐
3. Other.. ☐
   (Write name in.)

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student scope

Ginny L. Byron

Dear SCEC Chapters,

Well I certainly have some good news to share with everyone this issue of the *FORUM*. We have a new addition to our family of chapters in New York State. Everyone I'd like you to welcome Plattsburgh State University—YEAH!!! The new chapter has approximately 20 members and they are planning on growing more by the end of the year. The president of the chapter is Kimberly Welch and they have already had many programs and are off to a great start. This chapter is pending approval of their student chapter, but we are confident that everything will work out.

Geneseo CEC has also had a very busy semester. Their annual conference on their campus was held at last weekend in March and was a success. There was quite a crowd of professionals, students, parents, and community members. The 10th annual Special Education Conference at Geneseo was called "The Mildly Handicapped: Promises and Practices for the Future". The two keynote speakers were Dr. Marilyn Friend, University of Oklahoma and Dr. Herbert Foster, SUNY College at Buffalo. The conference ended with a dessert buffet and awards banquet for the special education professors at Geneseo State University.

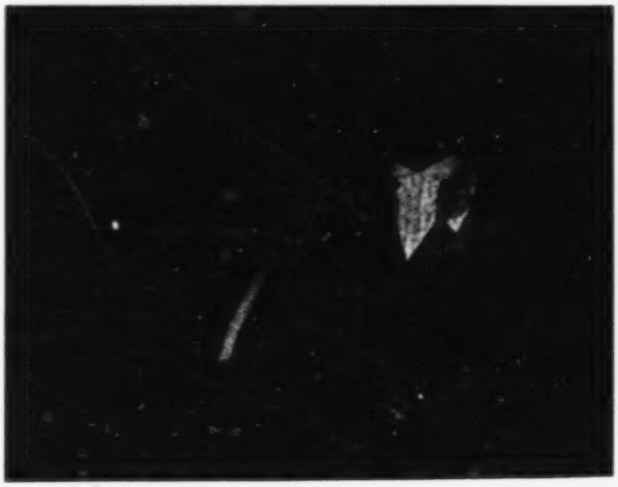
Other Chapters of special note are Mount St. Mary's College had their Special Olympics last month. As far as I have heard everything went absolutely fantastic. The Olympics were held with volunteers from West Point and everyone is given a big hand for their time and dedication. Mount St. Mary's also sponsored a lecture on computers in Special Education—Way to go Mount St. Mary's!

This semester the NYS-SCEC Board has been extremely busy with the last minute details of finding new board members for next year. All the board members are very much disappointed in the fact that our year is almost over but we are very excited to see such enthusiasm for next years board to get under way. If anyone is interested in a position on the state board please contact Ginny Byron, 66 North St., Geneseo, NY 14454. Positions open are President, Governor, Secretary, Treasurer, Publications; and you must be a national member.

As I close this last article for the FORUM, I would like to express how much this organization has done for me and my peers. I have enjoyed the feeling of dedication and experiencing new opportunities where ever CEC led me. I want to thank all the professionals who have helped the chapters get on their feet or who have stood behind them when nobody else would. A special thanks goes to the local chapter advisors—with out you it would have been a tougher road.

The 1985-1986 NYS-SCEC Board would liek to say good-bye to a year worth all the struggle and of course all the success.

Amy Weiss (19) accepted a "Let's Play to Grow" award at the Student Board of Governors meeting at the international convention in New Orleans.



Elizabeth O'Keeffe (750) and **Shari Wein** (750) attended the Northeast Regional Conference in January, at Teachers College, Columbia University. Students from Chapters 19, 45, and 117 also attended.

(Continued from Page 21)

Confidentiality

Confidentiality is an important principle tied to the protection of the individual and the preservation of human dignity. Information can be hurtful at times, and at the very least, if it is used in a careless manner it is demeaning. Naturally, where one professional staff member is involved or even just one discipline, the principle of confidentiality is easiest to maintain. In the framework of the interdisciplinary team, to operationalize the principle requires more care. Communication among team members is crucial for obvious reasons—much of it concerns "sensitive" information. Such material needs to be handled in both an integrated way, and respectfully. Concerning the former, individual team members cannot engage in separate planning and interventions divorced from their roles as members of the interdisciplinary team. Simply put, no team member may act as a "free agent." As to the latter, the respect for confidentiality needs to extend to prevent "hallway chatter" and carelessness with written material.

Conclusion

The interdisciplinary educational team is a present reality, whether it works badly or well. We believe that the design "sketched out" here may provide some ideas which offer possibilities for enhancing its use, and preschool education, as the newest component of special education provides fertile ground for experimenting with it.

(Continued from Page 22)

Elheron has become a unit teacher for the SIE V program at JHS25M.

Deborah Swallow Chicorelli (19), Treasurer of the New York State Federation, along with **Mr. Chicorelli** are proud parents of their first child, a boy, born in November, 1985.

The Exceptional Children Education Department, SUC at Buffalo will host an all day workshop the Foundation for Excellence in Special Education on June 6, 1986. The workshop is limited to teams of new special education teachers and their supervisors. For information: Prof. Richard C. Towne (716) 627-9668. The Department of Special Education, Teachers College, Columbia University will celebrate its 50th anniversary this year with an alumni conference on October 10-13, 1986. For information: Prof. Jeannette E. Fleischner (212) 678-3880. The Department and NYS-CCBD are sponsoring their 2nd annual conference Fitting the Pieces Together: A Multidisciplinary Conference on Children and Adolescents in Conflict on October 23-25, 1986. For information: MaryAnn Martucci (212) 678-3865.

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the FORUM

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EDUCATING MIGRANT HANDICAPPED YOUTH

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The Forum comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives.*

Articles, issues editors, and inquiries are welcome by the editor. For a list of future issue topics, write or call the editor.

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President's Message

As an active member of CEC since beginning my graduate studies at Teachers College, Columbia University (chapter 45—the founding chapter of national CEC), it gives me the greatest pleasure to write my first President's Message for *The Forum*. I promised my colleagues and my wife, Sharon (who's also a colleague), that if ever I were fortunate enough to achieve this office, I would not subject you all to long speeches at meetings and conferences. However, due to the insistence of our editor, Herb Foster, I get to share 500 words with you each edition.

As President of our federation, I would like to thank those previous presidents who have helped guide us through some difficult financial straits over the past three years, Judith Bondurant, Sally Quinby, and Bertha Perez. I am pleased to report that our federation ranks #3 in the nation, closely behind Illinois and California, with almost 3000 active members. (As an aside, we have been challenged this year by these two states to see who will be #1 at the national CEC convention in Chicago, April 20-24, 1987. The prize is $50.00 of goods representing each state. I am debating amongst offering $50.00 worth of such notables as Buffalo Wings, New York State apples, New York State wines or a collection of left-overs from the Statue of Liberty celebration).

At the end of June I had an opportunity to participate in the federation president's training program at CEC headquarters in Reston, Virginia. I am pleased to report that our organization of over 50,000 members, is being restored to fiscal health by a very active and enthusiastic group of people who represent us at the national level. Specifically, Susan Gorin, Assistant Executive Director, and Mary Kempen, Unit Services, were very aware of our programs and needs in New York State. National CEC is taking a very active role in guiding new plans for teacher certification and staff development is special education under the leadership of Fred Weintraub, Assistant Executive Director, Governmental Relations. Fred especially noted the active role of New York's PAN (Political Action Network) Coordinator, Larry Banco.

In looking ahead to CEC's 1986-87 calendar, I hope to see as many of you as possible at some or all of our formal meetings: The Consortium Convention, November 7-9 at the Concord Hotel; the 4th Annual Northeast Regional Legislative Coalition Conference (this year sponsored by our neighbors in Philadelphia, Pennsylvania January 30-31, 1987), and the national CEC convention in Chicago, April 20-24, 1987. If not, I hope to see some of you at local chapter meetings (if you invite me!).

Our plans for this year include increasing the activity of our Regional Representatives through our Mini-grant Directive Program ($300.00 each); continuing to support the growth of our Division representation at the federation level (DLD, DEC, DCD, CASE); continuing to be a political force through PAN; and finally, and perhaps, most importantly, continuing to develop our future in special education by actively supporting and working with our students (good luck, Juliet Claus, SCEC president).

In concluding my first column I would like to thank my family, in advance—Sharon, and my children, Tanie, Ali, and Robby. Their committment to me has allowed me to be committed to CEC.

I look forward to an exciting year for New York State CEC.

VIEWPOINT

Robert J. Michael, Ph.D. (248)
Assistant Professor of Special Education
Department of Educational Studies
SUNY The College at New Paltz

Joseph A. Trippi, Ph.D. (248)
Professor of Special Education
Department of Educational Studies

Recently, there has been a growing commitment by educators to provide appropriate educational services to culturally different exceptional children. One such group that has been particularly under-served is the migrant handicapped population. These children have a wide range of educational problems due to their migrant lifestyles and their handicapping conditions.

New York State has an outstanding record for attempting to provide educational programs for migrant youth. The New York State Migrant Tutorial Outreach Program (TOP) has been recognized as a successful model. Our reputation in migrant education has been recognized by the educational literature and by major state and national conferences. In addition colleges have begun to sensitize and train teachers to work with migrant children. For example, the special education program at the State University College at New Paltz and the Mid-Hudson Migrant Education Center have cooperatively developed a program to prepare special education teachers to work with migrant handicapped children and their families.

Addressing these concerns, the Fall 1986 issue of *The Forum* focuses on educating migrant handicapped youth. This issue presents selected articles that give a sample of the issues and programs dealing with the diverse needs of migrant handicapped youth. Barbara Martinage discusses migrant special education from the state perspective. Carmen Coballes-Vega and Spencer Salend describe formal and informal strategies educators can use to assess the language skills of their migrant handicapped students. Patricia Ward discusses the New York State parent tutorial project for preschool children. Margaret Taylor and Ilse Pitts address career education for migrant youth through a discussion of the Challenging Options in Career Education Program (CHOICE). Allen Hershman describes the Warwick Valley migrant education program and its various components. This issue closes with a letter from a migrant student as imagined by Barbara Martinage.

These articles provide a variety of approaches to migrant education. This variety grows from educators in the field who are still experimenting, creating, and in a very dynamic way, developing programs to try to meet the diverse cultural and learning needs of migrant handicapped youth.

A small number of articles in one issue of a journal cannot cover all the problems and solutions concerned with the education of migrant handicapped youth. To guide the reader in further investigation the following selected references may be helpful:

Barresi, J.G. (1982). Educating handicapped migrants: issues and options. *Exceptional Children, 48,* 473-488.

Chinn, P.C. (1979). The exceptional minority child: issues and some answers. *Exceptional Children, 45,* 532-536.

Frith, G.H. (1982). Educating migrant students: the paraprofessional component. *Exceptional Children, 48,* 506-507.

Hunter, B. (1982) Policy issues in special education for migrant students. *Exceptional Children, 48,* 469-472.

Michael, R.J., & Salend, S.J. (1985). Health problems of migrant children. *Journal of School Health, 55,* 411-412.

Michael, R.J., & Trippi, J. (In press). Children of the road. *Instructor.*

Perry, J. (1982). The ECS interstate migrant education project. *Exceptional Children, 48,* 496-500.

Pyecha, J.N., & Ward, L.A. (1982). A study of the implementation of Public Law 94-142 for handicapped migrant children. *Exceptional Children, 48,* 490-495.

Salend, S.J., Michael, R.J., & Taylor M. (1984). Competencies necessary for instructing migrant handicapped students. *Exceptional Children, 51,* 50-55.

Sauer, R.A. (1982). Issues in the education of migrants and other mobile handicapped students. *Exceptional Children, 48,* 503-505.

Advocacy For Access And Equity Is "Special Education" For Migrants

Barbara Martinage
Assistant
The State Education Department
Albany, New York

Over 8,000 migrant children live in New York State annually. To meet the "special educational" needs of these highly mobile students, migrant education personnel are centered in 14 regional tutorial outreach program centers (TOP) throughout the state. The migrant education staff are responsible for providing effective programs to improve migrant student achievement either directly or through coordination with alternative program sources. The task has become more difficult with the decline of fiscal resources, but the challenge is being met.

Migrant special education is "advocacy for access to and equity in services assured to non-migrant students under provisions of New York State Law" including: complete and timely new entrant screenings, inclusion in the New York State Testing Program, and the opportunity to participate in vocational education programs.

Migrant special education is the guarantee of supplemental educational support to compensate the "educationally disadvantaged" migrant students for gaps in their learning which have resulted from loss of instruction time between moves and the different instructional programs in numerous schools.

Migrant special education is a guarantee of the accurate and timely transfer of academic and health information through the National Migrant Student Record Transfer System (MSRTS) in order to eliminate unnecessary and duplicate testing and immunizations required for school admittance and program placement.

Migrant education is child advocacy. Migrant educators are encouraged to become brokers for and coordinators of related educational and health programs and services. Migrant educators coordinate the supplemental instruction with the instructional program in the classroom. Individual diagnostic profiles are prepared for each child and shared with the classroom teacher so the help to the child is not fragmented. There is a commitment to assist teachers in using the MSRTS profiles so that sound instruction can be provided. Where MSRTS records indicate a student may have a handicapping condition, advocacy means requesting an interim Committee on the Handicapped (COH) placement; where MSRTS records indicate that a child may have been identified as limited English proficient (LEP), advocacy means requesting the district to include a LEP assessment in the new entrant screening.

Because migrant students are typically behind their peers in grade-age placement as early as kindergarten, advocacy may mean visiting parents of migrant preschool children eligible to attend kindergarten in order to provide them with information on the importance of kindergarten. Where kindergartens are half-day sessions, parents may need advocacy support in communicating with school officials to arrange transportation to supplemental day care facilities. The non-reading migrant parents may need information on new entrant screening requirements in order to prepare their child for admission to kindergarten.

Because parent involvement is one correlate of improved student achievement, every effort is made by migrant staff to assist parents in communicating with the school regarding their child's educational program. Staff are available to make home visits on behalf of the school officials; they are prepared to provide translations of school communications; they are prepared to make arrangements for transportation to parent conferences.

It has been estimated that about 80% of migrant adolescents drop out of high school because of their inability to accumulate the needed credits or courses due to their transfer from one school to another. Advocacy for dropout migrant youth means acquainting them with alternative educational programs such as the General Equivalency Diploma and the BOCES programs.

Advocacy with potential dropouts may mean providing the student with an opportunity to enroll in the PASS (Portable Assisted Study Sequence) program. The PASS alternative allows students to make up course credits through independent correspondence courses while still functioning as part of the family economic unit.

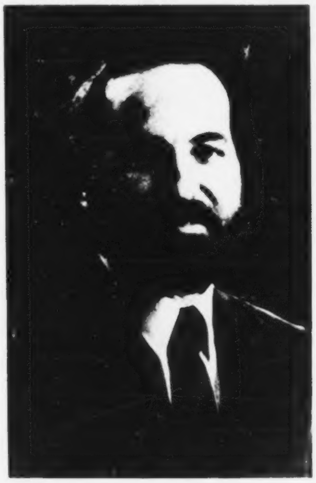
The State Migrant Program has committed funding to support an Adolescent Outreach Program (AOP) Coordinator in each migrant TOP center whose role is to identify needs of the adolescent population in their respective areas. Every effort is made to assist migrant students to transfer course credit between schools in various states. Many TOP centers offer specially designed summer school programs which provide students with the opportunity to make up course work or credit hours and/or an opportunity for remedial support.

Migrant students who demonstrate a capacity for post high school education are provided advocacy support from the AOP coordinator to explore various career options and to establish realistic goals to prepare for the career of their choice. For college bound students, advocacy may include an opportunity to visit a college campus or assistance in obtaining necessary funds.

Emphasis is being focused on sensitizing members of the educational community to the migrant child's life style and to the implications that life style has on academic performance. Migrant personnel are working with our statewide colleagues in bilingual and Special Education of find solutions for the problems of getting appropriate services to migrant students.

The Department of Education will be linking the issue of access and equity for migrant students to their routine program reviews. The importance of access and equity cannot be overemphasized.

Meeting the needs of the migrant child is becoming more important in our complex society. Migrant children must have the opportunity for the education and services that will prepare them to share the available opportunities for a productive life.



Assessing The Language Skills of Limited English Proficient (LEP) Migrant Handicapped Students

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One important facet of a comprehensive educational assessment for LEP migrant handicapped students is an extensive examination of a student's langude abilities. Such data can help educators by providing them with the information necessary to determine appropriate educational placements, learning objectives and remedial strategies. This article describes several formal and informatl strategies educators can employ to assess the language skills of their LEP migrant handicapped students.

Assessment forms the foundation of the teaching process. Through educational assessment, educators make important decisions concerning their students' educational programs (Arter & Jenkins, 1976). One important facet of a comprehensive educational assessment is an extensive examination of a students' language abilities.

A language assessment for most English dominant handicapped students typically includes an analysis of receptive and expressive language skills. However, for limited English proficient (LEP) handicapped students, a language assessment should provide educators with information concerning the students' mastery of these language skills in their primary languages as well as in English. Such data can help educators of LEP handicapped students by providing them with the information necessary to determine appropriate educational placements, learning objectives and remedial strategies that address the unique language needs of their students. Furthermore, a comparison of proficiency in both languages can assist educators in determining the appropriate language to be used in the instructional process. However, it must be remembered that for many LEP students, instruction in both languages may be necessary (Ochoa, Pacheco & Omark, 1983).

One group of culturally different handicapped individuals that includes a number of LEP students is the migrant handicapped (Salend, Michael & Taylor, 1984). LEP migrant handicapped students present a myriad of educational problems which can adversely affect the appropriateness of educational services delivered to them. Therefore, in light of the importance of language assessment for LEP handicapped students (Fradd & Hallman, 1983; Ochoa, Pacheco & Omark, 1983), educators serving migrant LEP students should be familiar with a variety of ways to assess the language proficiency of their students (Fradd, Vega & Hallman, 1985). The purpose of this article is to present several formal and informal strategies educators can employ to assess the language skills of their LEP migrant handicapped students.

Language assessment of LEP handicapped children must consider the complexity of the nature of language and its use. In the assessment of these students, careful examination should be given to two underlying issues in the measurement process, "language proficiency" and "communicative competence". Language proficiency can be described as "the degree to which an individual manipulates language skills in the receptive and expressive areas" (Rivera & Lombardo, 1982). This specific language skill is the one which traditionally is evaluated through formal assessment instruments. Communicative competence is a concept which is much more difficult to evaluate since it involves the notion of sociolinguistic functions of language use and the specific discourse rules that govern linguistic behavior given a wide range of settings and audiences (Fishman, 1972; Gumperz & Hernandez-Chavez, 1972). Communicative competence can be described as "the observed ability of a person to receive and to transmit messages in the context of a real communicative situation" (Rivera & Lombardo, 1982). Language dominance which sometimes has been used synonymously with language proficiency should be distinguished as separate from proficiency. Language dominance is a term which has been used in connection with the screening of LEP children for placement in programs of bilingual education under what originally were referred to as the Lau Remedies (1975). Dominance tests measure the student's oral language in an effort to establish that student's strongest language or the language in which he can best function. Language proficiency tests can measure more than one language skill area, i.e., speaking, listening, reading and writing. In the evaluation of language proficiency and communicative competence for the LEP handicapped student, formal assessment instruments and naturalistic assessment tools must be utilized to provide an appropriate profile of the student's range of language skills.

Formal Assessment

In choosing language proficiency tests which may be administered to LEP migrant handicapped students, educators should carefully evaluate both test construction and examinee variables. Test construction variables that should be examined include reliability, validity (content, concurrent, predictive, construct, discriminate) and standardization. Several published guidelines to assist educators in selecting language proficiency tests are available in the professional literature (Michigan State Department of Education, 1976; Ambert, 1980; Bernal & Tucker, 1981; Freytes, 1982; Mattes & Omark, 1984; Compton, 1984).

Many of the language proficiency instruments already developed whether norm-referenced or criterion-referenced have been primarily developed for Hispanic language minority children who form the largest language minority group in the United States. Of the LEP migrant handicapped population, Hispanics comprise a sizeable group although there are other language groups within this subgroup. Additional resources are cited at the end of this article. They can be helpful in addressing the assessment needs for other LEP migrant handicapped children.

It is important to note some cautions regarding the use of formal assessment instruments for language minority children. The biased nature of certain instruments has been examined by several researchers (Oakland, 1976; Reschley, D.J., 1980; Day, et al., 1981; Duffy et. al., 1981). Also, in the case of language proficiency instruments which test the English language skills and the native language skills, it is important to examine whether the test is a direct translation of the English version. Several researchers have indicated that the validity of such translated tests may be questionable (Bernal, 1979; Plata, M., 1982; DeBlassie & Franco, 1983).

In addition, when the translated version is given in the native language (Spanish, for example), caution should be exercised when administering the test to another group for whom it was not intended. Because of dialectal variations in Spanish and possible lexical variations, a Mexican student may fare better on one test than a Puerto Rican student. The opposite also may occur with another test normed on a Puerto Rican sample.

The following is a selected list of formal assessment instruments widely used with LEP migrant handicapped students.

Norm-referenced Tests

1. Woodcock Spanish Psycho-Educational Battery
   (Author: Richard W. Woodcock)
   Teaching Resources, Hingham, MA 02043
2. BRIGANCE Assessment of Basic Skills — Spanish Edition
   (Author: Albert H. Brigance)
   Curriculum Associates, Inc.
   North Billerica, MA 01862-2589

Language Dominance Tests

1. James Language Dominance Test
   (Author: Peter James)
   Teaching Resources, Hingham, MA 02043
2. Bilingual Syntax Measure
   (Authors: Marina K. Burt, Heidi Dulay and Edward Hernandez-Chavez)
   Harcourt Brace Jovanovich
   New York, New York
3. Language Assessment Scales
   (Authors: Edward DeAvila and Sandra E. Duncan)
   Linguametrics Group
   San Rafael, CA 94912

Language Proficiency Tests

1. Test for Auditory Comprehension of Language
   (Author: Elizabeth Carrow)
   Teaching Resources, Hingham, MA 02043
2. Peabody Picture Vocabulary Test
   (Author: L.M. Dunn)
   American Guidance Services
   Circle Pines, MN

Naturalistic Assessment

In order to provide a more balanced language assessment profile for the LEP migrant handicapped students, naturalistic assessment tools should be used in addition to the more conventional formal assessment measures. The kind of "static" measurement obtained from the formal assessment instrument should be supplemented with informal measures and approaches that yield information on functional language use and communicative competence (Walters, 1981; Sridhar, 1981; Rivera & Simich, 1981).

A. Sociolinguistic Information

A brief set of questions can be developed which will elicit background information on the relative use of both the primary language (if it is a language other than English) and the English language. Several of these language surveys have already been developed by researchers (Skoczylas, 1971; Mattes & Omark, 1984) and can be adapted for use with this group. These questions should include information on what language(s) are spoken by the student, with whom, for what purpose(s), and in what context(s). From such a survey the educator may examine which language(s) are primarily used within the home, school and community settings. This can be valuable in determining communicative competence for a variety of settings.

B. Natural Communication Samples

Obtaining samples of the student's natural communication can also be meaningful in developing a language skills profile. Carefully prepared instructions for the collection of samples are necessary and are available in professional literature (Prutting, 1983; Erickson & Omark, 1981).

Observational data can also be added to provide needed information about the student's communication abilities. The Bilingual Oral Language Development (BOLD), an oral language inventory, has been suggested by Mattes and Omark (1984) as a tool for documenting the student's communicative behavior in both English and the primary language. Among a list of twenty behaviors, this inventory contains such behaviors as comments on own actions, describes experiences accurately, describes events sequentially, follows directions, takes turns during conversation and expresses feelings.

While the preceding assessment strategies for LEP migrant handicapped students are selected in scope, they can provide educators with a foundation for examining current assessment issues which arise in dealing with this population of students. Careful consideration of the language needs of these students following the guidelines presented in this article can help educators insure an appropriate education for their LEP migrant handicapped students.

Additional Resources

The following is a list of resources which may be useful in working with this population of students:

Ms. Carmen Perez, Chief
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Ms. Nancy Dew, Coordinator
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University
New York New York 10027

Ms. Margaret Taylor, Director
Mid-Hudson Migrant Education
Center
Van den Berg Learning Center
SUNY College at New Paltz
New Paltz, New York 12561

Mr. Richard Bove, Chief
Bureau of Migrant Education
The State Education Department
Room 883 EBA
Albany, New York 12234

Dr. Jose Vazquez, Director
New York State Bilingual
Multifunctional Support Center
Hunter College of CUNY
695 Park Avenue
Box 367
New York, New York 10021

National Clearinghouse for
Bilingual Education
1555 Wilson Boulevard
Suite 605
Rosslyn, VA 22209
(800) 336-4560

Office of Bilingual Education
and Minority Languages Affairs
Department of Education
Reporters' Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2600

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The Migrant Parent-Tutorial-Project Benefits Migrant Handicapped Pre-School Children

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This article describes the migrant parent tutorial project and its benefits to migrant handicapped preschool children.

Maryjoyce drove her 1980 Ford station wagon down a beautiful tree lined country road in a rural up-state New York county. It was mid-April. An early, warm spring had already melted all but the most persistant patches of snow and caused tender green buds to appear on the maple trees. The day was bright with sun and blue skies. The landscape of rolling hills dotted here and there with red barns and large old farm houses gave a sense of tranquility and well being. This was some of New York's finest farm country as evidenced by grazing herds of Holstein cattle.

She turned off the road onto a bumpy driveway that lead to a small trailer which had been hidden from view by a row of lilac bushes. A cracked window in the old trailer had been mended with masking tape and the bottom half of the storm door was missing. The same sun which had blessed the countryside with green grass, had mixed the melting snow around this residence into a muddy mess.

This delapidated environment, the temporary residence of Fred and Martha Owen and their three children, siphoned from Maryjoyce the sense of well being she had felt only moments before.

The Owens are a migrant family. They earn their living by working on dairy farms in New York and neighboring states. Maryjoyce is a parent educator employed by the New York State Migrant Education Program to provide parent education services to migrant families with pre-school aged children. On a typical work day Maryjoyce makes one-hour home visits to four or five migrant families. The purposes of her visits are to: a) assess parenting skills, b) assess the developmental and educational needs of the preschool children in the family, 3) provide information and activities to the parents that will enhance the skills and knowledge of the parents and children, and 4) coordinate with other community agencies in meeting the family's needs.

NEW YORK STATE MIGRANT PARENT TUTORIAL PROJECT

The New York State Migrant Education Parent Tutorial Project was initiated in September 1977. It is an in-home parent education program serving migrant families in ten geographical areas of New York State. The project is based on the assumption that the parent is the child's most important and continuous teacher and that the quality of the relationship between the parent and the child is the key to the optimal development of the child. This assumption is well supported by research in the area of early childhood development, (Bloom, 1974; Bradely, et al. 1980; Bronfenbrenner, 1975; Castro, et al. 1986) and is especially relevant for migrant families whose high mobility disrupts the continuity of the child's relationships with adults outside the family.

The major vehicle for achieving project objectives is the weekly home visit. Home visits are conducted on an individual basis and include discussions with the parents and demonstrations of activities. The underlying constructs for this approach to parent education with migrant families are as follows:

One-On-One-Approach: The individual approach to teaching parenting skills to migrant families allows parent educators to assess the needs and skills of each parent-child dyad and develop lessons which uniquely meet the needs of the dyad and enhance skills of the parent and the child. The assessment of the family includes the use of both formal and informal techniques to evaluate items such as the intellectual functioning of the parent and the child, the language skills of the parent and the child, the degree of deprivation in the home, family movement patterns, etc.

Further, the individual approach allows each parent to be the "star pupil" in the learning situation. Because parent educators teach only one parent at a time, every lesson can be specifically developed to address the needs of the parent and taught in such a way as to be a positive and successful experience for the parent. Being the "star pupil" is an important positive reinforcer to migrant parents, many of whom have had prior negative experiences in learning situations.

Home Visits: Enhance the effectiveness of the parenting lessons in several important ways.

First, by conducting lessons in homes, parent educators are able to gain insights into the life and functioning of families. Knowledge such as the quality of the relationships between various family members, the existence of items in the home that can be utilized as teaching materials, the physical space available to the family, the organizational and family management skills of the parents, physical and emotional distractors inherent in the home environment, etc. can be gained through direct observation. Such knowledge makes it possible for parent educators to develop practical lessons which can be realistically carried out by the parent at home.

Second, the home visit approach helps to reinforce the parent's understanding that she is her child's most important teacher, that her home is an environment which can be utilized in teaching, and that materials needed for effective teaching are already available.

Third, the parent's self-concept is enhanced through the process of "turfdom". The lessons are taught in the parent's home. Thus, while the parent educator brings certain skills and knowledge to the learning situation, the parent decides when and where lessons will be taught and helps set the atmosphere for learning. She contributes her knowledge of her child, and is responsible for making certain arrangements for space and material. From the beginning the parent and parent educator are partners in teaching the child. This partnership is created, in part, because lessons are taught in the home, on the parent's "turf". The partnership experience, along with the parent's increasing understanding of her significance in her child's life and her abilities as her child's teacher are empowering to empowering.

Finally, certain logistic problems are solved by conducting parenting lessons in the home. Transportation is a serious problem to many persons living in rural areas. The poverty that most migrant families experience exaggerates this concern. By taking parent education information to the family, the transportation question is solved. Child care is another issue that is automatically solved by conducting home visits. The parent need not employ a babysitter and the project does not need to identify suitable child care facilities for groups of children. Scheduling is flexible and, therefore, the specific time restraints of families can be accommodated.

Demonstration: Another underlying construct of the Parent-Tutorial-Project is demonstration. Parent education programs tend to be divided between those that use discussion as the major means of transmitting information, and those that use demonstration as a means of information dissemination. In general, populations characterized by limited language skills and external locus of control learn more successful when demonstration techniques are employed. Migrant parents are similar to other groups who exhibit these characteristics, and respond well to demonstration technqiues.

While discussion is a part of every Parent-Tutorial-Project lesson, demonstration is an underlying element in each encounter. First, the lesson that is to be taught to the child by the parent is demonstrated to the parent by the parent educator. Second, the parent educator demonstrates appropriate, positive child-adult interactions in her relationship with the child thus providing a working model for the parent to imitate. Third, the parent educator develops a supportive, caring relationship with the parent, once again demonstrating the type of relationship that will be most beneficial to the child's development.

Parent As Teacher: A highly important construct of the project is that of the parent as teacher of the child. This concept provides direction for many of the methods employed in delivering parenting services.

First, the parent is consulted an all aspects of the child's program and, as previously discussed, is considered an equal partner in the teaching situation. Her knowledge and information are elicited, respected and incorporated in to each lesson.

Second, while home tasks are developed or selected to meet the educational needs of the child, the parent is the focus of the teaching efforts of the parent educator. It is the responsibility of the parent educator to provide the lesson to the parent, and to teach the parent ways of using it effectively with the child.

All eforts of the parent educator are directed toward increasing the parent's teaching abilities and enhancing her parenting skills. As the parent grows in knowledge and skills she can improve the quality of her relationship with her child. As the quality of that relationship is increasingly characterized by caring and support, the development of the child is enhanced. Long after the parent educator terminates her services to the family, the parent will continue to play an essential role in the child's growth.

Project Principles Implemented at All Program Levels: A final construct is that the principles and concepts of the Parent-Tutorial-Project need to be implemented at all program levels. Just as the parent educator hopes to encourage the parent to develop a caring and supportive relationship with her child, so must the parent educator provide care and support to the parent. Just as the principles of the program dictate that the parent educator elicit ideas from the parent and incorporate those ideas into the lessons, so must program administrators elicit input from parent educators with regard to the operation of the program and then put those ideas into action.

Opportunities for parents, parent educators, and program administrators to jointly develop projects, to attend training workshops and share ideas are provided through joint Parent Advisory Council/Parent Educator meetings and committee work.

Parent educators are encouraged to explore new ideas and share their insights with other professionals in-state and out-of-state. Open discussions are encouraged. Opportunities for professional growth are provided.

SERVING HANDICAPPED MIGRANT CHILDREN

The Parent-Tutorial-Project was primarily designed as an early intervention program for the parents of all eligible[1] migrant pre-school children. Parent educators work with migrant parents to make lasting, positive changes in the home environment (regardless of the number actual homes that may involve), to increase parenting skills, to enhance the quality of nutritional and health care, and to enhance the educational and developmental skills of migrant pre-schoolers.

A second and equally important function fulfilled by the project is the early identification of migrant children with handicapping conditions, and early appropriate intervention with those children. The project fulfills this function in three basic ways: early identification, appropriate intervention and parent training.

Early Identification: The 1984 National Policy Workshop on the Special Education Needs of Migrant Handicapped Students held in San Antonio, Texas named the identification of handicapping conditions as a primary problem in obtaining appropriate educational services for handicapped migrant children (Education Commission of the States, 1984). The high mobility of migrant families inhibits educational and other community agencies from identifying handicapped migrant children. Unless the child has a severe handicap his condition may not be identified until school entry. Even then, identification is likely to appear later in the migrant child's school career. (Barressi, 1982).

The problem of early identification of handicapping conditions is alleviated when a migrant pre-schooler and his parents are enrolled in the Parent-Tutorial-Project. When enrolled the child's developmental skills are assessed with the *Brigance Inventory of Early Development.* This assessment, along with the observations of the parent and parent educator, illuminates any developmental delays or physical handicaps the child may have.

Appropriate Intervention: When a handicapping condition has been identified the parent educator assists the family in obtaining appropriate early intervention for the child in one or more of the following ways: (a) The child may be referred to a community agency established to provide services for handicapped pre-schoolers, (b) Child Find may be alerted to the need for further evaluation of the child, (c) The COH at the local school district may be alerted that a migrant child with handicapping conditions will be entering their school in the fall. This information allows the COH to take timely action with regard to establishing an appropriate educational program for the handicapped migrant child even though he may remain in the school district for only a brief period of time, (d) The parent may be assisted in obtaining funds for special equipment or medical care which may be needed.

Appropriate early intervention can result in substantial benefits such as improved language, motor, social and cognitive skills. The role that the parent educator plays in providing or coordinating services in cooperation with other agencies is essential to the optimal development of the child.

Parent Training: A final way in which the Parent-Tutorial-Project plays a significant role in the well being of the handicapped migrant child is through parent training. Parents are taught how to be teachers of their own children and how to advocate for services for their children.

The value of teaching parents how to teach their own children cannot be overstated. Research has established that the family is the most economical and effective means of enhancing a child's development (Weikart, 1982) and that without the involvement of the family the effects of other intervention is often short lived. In the Parent-Tutorial-Project the parent educator uses discussion, demonstration and role playing techniques to teach the parent positive ways of interacting with her child. Specific learning activities, based on the child's needs assessment are presented to the parent each week. The parent educator encourages the parent to use the activities in interacting with her child, observes the parent-child interaction, and gives the parent suggestions for improving the process.

In addition to the educational activities, the parent educator provides the parent with information about agencies, institutions, and program which can provide services to address the specific needs of the child. The provision of information is supplemented with ideas and procedures for accessing those services. Migrant parents are often unfamiliar with procedures for contacting public agencies, completing necessary forms, providing requested information, etc. Without the assistance and encouragement of the parent educator, the parent may be hesitant to contact an agency even when she possesses specific agency information.

An important aspect of the parent training component, then, is to familiarize parents with specific agencies and teach them ways of accessing services.

In his report to the Southern Legislators' Conference (1982), David Weikart presented research results indicating that when disadvantaged children are enrolled in early education programs they are less likely to require later placement in special education classes or be retained in grade. Similar results were found for migrant children enrolled in the Parent-Tutorial-Project (Ward 1984). The early years of a child's life is a period of enormous growth. The Parent-Tutorial-Project has a successful record of helping migrant parents help their children to take full advantage of these important years and reduce later educational problems.

CONCLUSION

At the end of the hour long home visit, Mrs. Owen informed Maryjoyce that the family would be moving across the state to accept employment on another dairy farm. They would leave by the end of the week. This, then, would be Maryjoyce's last session with Mrs. Owen and her children. As Maryjoyce climbed back in her car, she reflected on the closeness of the relationship that had developed between her and the Owen family over the past few months. She made a mental note of the growth she had observed in Mrs. Owen and her children. Last she would record that growth on the MSRTS[2] so that it could serve as a guide to other migrant educators who would teach the children in their new location.

As she pulled out on the highway, Maryjoyce glanced back at the lilac bushes that secluded the trailer home from her view. The Owen family would never see the lilacs in bloom. She would miss Mrs. Owen and the timid smiles of the Owen children. There was no time to contemplate her loss, however. Experience in the Migrant Parent-Tutorial-Program assured her that new families would move into the area and seek her assistance. The information recorded on the MSRTS would assure continuity in the educational services provided to the Owen children in their new home.

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Ypsilanti, M.: *The center for the study of public policies for young children, high/scope educational research foundation.*

[1] *Eligibility definition:* A migratory child is a child who has moved with a parent or guardian within the past 12 months from one school district to another to enable the parent to obtain temporary or seasonal employment in an agricultural activity.

[2] The Migrant Student Record Transfer System (MSRTS) is a national computerized communication system housed in Little Rock, Arkansas. The system transmits academic and health data on migrant students.

Career Education For Migrant Handicapped Youth

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New Paltz, NY 12561

A needs assessment showed migrant children to be in need of career education and awareness. A project was developed and put into practice over a period of years. The curriculum includes specific materials on different grade and interest levels and uses a variety of formats and media.

Migrant youth, particularly migrant youth with special needs, have been found to be lacking in information about the world of work (workers; their tools, tasks, training, and qualifications) when compared with their non-migrant peers. Migrant youth need support and career information in order to develop the self-awareness, job and role information and decision making skills necessary for entrance into the world of work. A career education curriculum was developed to meet this educational need of migrant youth including those with handicapping conditions. During its development the curriculum was used with youth and revision and modification made.

Since the migrant population is mobile, the curriculum materials were developed to be flexible. The materials were designed to be used as individual units, or infused into a school year curriculum. In the latter option, the materials could either be treated as a separate curricula such as language arts or social studies.

Research dealing with vocational and career education for the handicapped has identified important curricular considerations. A variety of reading levels to provide information is one basic curriculum principle noted and included in the curriculum materials. At lower levels of the elementary materials, the majority of the reading is done by the teacher to the student. In the upper elementary materials, the student reading material has been controlled to a third grade reading level. In the advanced materials, the student text appears in three versions. Each version contains the same career education information, but is written on a different reading grade level (high school, fifth grade and third grade).

The materials can be used individually, on a one-to-one basis with a teacher or aide, or in small groups. This provides opportunities for the handicapped child to develop independent work skills as well as social skills. Many of the activities involve active student participation in addition to reading thus providing a variety of stimuli for the student. As the home, or native language, of a high percentage of migrant handicapped youth is Spanish, the materials are also available in a Spanish version.

Contemporary use of computer and video technology is included in the materials as support to the curriculum. Research indicates the value of the incorporation of media in the instructional process for the handicapped. Handicapped migrant and non-migrant children have used the materials. It was found that these handicapped children acquired career information while using the materials. The children and staff both reported positive feelings about the materials.

CHOICE (Challenging Options In Career Education) materials for handicapped migrant youth are now available for both elementary and secondary aged learners. Materials for the elementary learners are provided in seven basic levels. Each level includes a minimum of twenty laminated activity folders with activities in three areas: self awareness, job and role information, and decision making/goal attaining. The activity folders contain the materials for the activity, story, song, etc., with the exception of items commonly found in the classroom. Where appropriate, cassette tapes accompany the activity. The activity folders at each level contain information about at least twelve workers from two career clusters as defined by the Department of Labor. Along with the activity folders for each level there is a student log which contains additional information about the workers in the two career clusters and exercise pages relating the worker information to the language arts and math curricula. A teacher's log accompanies each student log. It contains the pages of the student log, suggestions for their use with learners, extension activities, and suggested answers for the student log pages. For each level there is a criterion referenced assessment which can be used as a pre and post assessment or just as a post assessment upon completion of the level.

For the secondary learners the materials are organized into three texts. *Occupational Resources* is a non-consumable resource text containing information about sixty workers, four from each of the fifteen career clusters. The information is presented in a variety of formats (story, poetry, cartoon, fact sheet, interview) and, as mentioned above, is written on three reading levels of difficulty. A consumable text, *Career Notes* provides information and activities to develop job-seeking, job-attaining, and job-maintaining skills. It is supplemented with a video on job interviewing to help guide the student through the interview process. *Mission Information* is a structured introduction to the working world. Youth are introduced to a job exploration model consisting of a structured interview (to get first-hand information about a specific occupation), a shadowing experience (to enable a student to observe a worker in action), and then a work experience (in which the student earns money or course credit while getting hands-on experience with an occupation). At each stage of *Mission Information* the youth are given a model to follow and supported while they develop and complete their mission. It has been found that with this structure the youth are able to successfully experience the world of work.

Handicapped migrant youth have used the curriculum materials in individual tutorial settings as well as small group classroom settings. Data obtained from field testing, indicate that when migrant youth and migrant handicapped youth use the CHOICE (Challenging Options In Career Education) materials they acquire significant career information. As a result of the data, CHOICE has been validated by the State of New York as effective career education curriculum materials.

For further information, including the availability of the materials and training contact: CHOICE, P.O. Box 250, New Paltz, NY 12561, (914) 2185.

The Warwick Valley Migrant Education Program

Allen L. Hershman
Director
Special Education and
Preschool Handicapped Education
Warwick Valley Central School District
of Orange County
P.O. Draw E
Warwick, New York 10990

The Warwick Valley Migrant Education Program serves the 80 square mile Warwick Valley Central School District and the neighboring communities of Chester, Middletown, Minisink Valley and Pine Island, New York. Over 100 children are served, elementary through high school grades, with a full curriculum including special education, psychological, health services and food services. This small but dynamic program has recently been granted membership in the New York State Migrant Consortium. Under the Coordination of Mrs. Lydia Gutierrez, the program continues to grow in size and quality and is recognized by the community at large as part of the Warwick Valley Central School District.

The Warwick Valley Migrant Education Program

The Warwick Valley Migrant Education Program is an active member of the New York State Migrant Consortium and operates under the supervision and administrative structures of the Warwick Valley Central School District. The Migrant Education Program draws students from the 80 square miles within the jurisdiction of Warwick Valley Central Schools plus the communities of Pine Island, Sugar Loaf, Middletown, Minisink, Chester, and New Hampton, New York. During the September to June school year the Warwick Valley program operates as a tutorial structure serving from ten to thirty migrant children grades kindergarten through twelve. During the summer growing season the program operates a complete elementary program, grades K-8 and sends high school age students to the evening high school program operated by the Florida School District. The summer education program is located in the Pine Island Elementary School in Pine Island, New York. Students travel by bus, in some cases twenty to twenty-five miles, to access the program. In addition to a full elementary curriculum, the program has a recreation component including swimming and field activities and provides food services including three meals per day to all students.

Staffing

The Office of Special Education Services of the Warwick Valley School District maintains primary administrative and supervisory control over the day to day operation of the Migrant Education Program. The program is facilitated by a Migrant Program Coordinator whose expertise is in the area of bilingual education, four New York State certified teachers plus instructional aides, a certified school psychologist, a life guard, and other support staff are retained for the summer program. The winter tutorial is facilitated by bi-lingual native speaking staff members. A significant number of program staff are bilingual and preferably native language speaking.

Health Services

Health supervision is maintained by a pediatric nurse practitioner with additional support from the Family Health Center, local hospitals and private practitioners. All students receive physical examinations with updates and referrals for additional services where necessary. Psychoeducational services are provided by a part-time Migrant Program Psychologist with assistance from the school district's support staff including psychological services, speech and language services, physical and occupational therapy evaluations where necessary, and outside referrals where appropriate. Transportation is arranged for parents to facilitate the provision of health services.

Academic Program

The K-8th grade academic program consists of a full range of content area instruction with ongoing assessment and support services where appropriate. The Warwick Valley Migrant Education Program has a special education component with appropriate support services to facilitate the education of students who require special or remedial services. Academic programming is available for all students regardless of handicapping condition. Where appropriate, referrals are made to the school district Committee on the Handicapped for extensive diagnostic procedures and remedial recommendations. The special education program component is relatively new to the program. The 1986 summer program will be the fourth season of continued growth for migrant special education.

Recreation Program

A well rounded educational program is incomplete without a range of recreational activities for students. In the case of migrant education, wherever possible, parents are invited to participate with the students in these activities, both curricular and extra-curricular. During the summer education program dinners are sponsored by the program and families invited to attend. These evening programs include performances by the students as well as a range of ethnic foods and multi-cultural activities. During the course of the day program students have the opportunity to take educational and recreational trips to neighboring communities in addition to daily swimming or other outside structured activities. During recess periods, the students access the school play area under supervision. Since the school day is an extended day, the recreational component is quite important as a release for pent-up energies.

Food Services

The program under the shared supervision of the Warwick Valley Schools, the Orange County Department of Health, and the U.S.D.A. food program provides students with three balanced meals daily. The kitchen staff consists of a head cook, an assistant, and several kitchen aides who prepare meals for the entire student population that not only meet and exceed the established criteria of the U.S.D.A. food program, but provides students with attractive, nourishing and interesting food options. Government surplus foods, when available, are distributed to families through this food services program as well. Every effort is made to accommodate ethnic food preferences and much time is spent in preparation of appropriate, balanced menus. Kitchen materials and cooking utensils are provided under the supervision of the school district dietition. An excellent relationship is maintained between the school district food services program and the Migrant Education Program's food services component.

The Pre-School K-1 Screening and Pre-School Program Liaison

Beyond the K-8 education program the Migrant Education Program maintains active liaison with migrant pre-school programs in the community and the Warwick Valley Pre-School Handicapped Program. An annual screening is held and migrant parents are given the opportunity to have their children screened for educational and physically handicapping conditions. The annual screening staff consists of an early childhood team, a pediatric nurse practitioner, a pediatrition, school psychologists, occupational therapists, physical therapists, speech and language pathologists and other professionals who work with the families to facilitate the screening process. During the 1985 screening 35 pre-school children were screened with six referrals for additional diagnostic or support services. Where possible, records are transferred to home school districts for appropriate follow-through activities. The Migrant Education Program works closely with the school districts' Committee on the Handicapped and special education support services as diagnostic and support recommendations are determined necessary. The 1986 screening will be held at the Warwick Community Bandwagon, a youth service agency in the Village of Warwick and the program will be financially sponsored by the Warwick Rotary Club. Rotary has not only volunteered manpower, but will provide coffee and donuts for parents and a buffet lunch for the estimated 35 staff members who will participate in screening activities. The Orange County Department of Health is cooperating fully with the screening and it is anticipated that eligible migrant students who are settling out of the migrant stream will receive the full range of services available through local school districts and the Orange County Department of Health, including access to pre-school handicap programs throughout the County.

Migrant Family Support

The Migrant Education Program facilitates the distribution of clothing, furniture and toys received from individuals and agencies in the large Orange County community. Speakers from the Migrant Education Program are available to community groups during the year and the response from the greater Orange County community has been exceptional. Several truckloads of furniture, clothing, and toys are available this year for distribution and the distribution center will be located in the Pine Island Elementary School. The outpouring of support for migrant families is touching and has been growing in recent years. It is not unusual for individuals within the community to volunteer their time to work in the program. Volunteer time comes from laymen as well as educational professionals.

The Warwick Valley Migrant Education Program provides a continuum of service to migrant children and their families. The ages of the children serviced ranged from birth through age 21 inclusive of food services, health care, special education and regular education programs. The program is available as a consultant to and facilitator for migrant families in need of any form of service. We look forward to another successful summer season and a continuun of tutorial services during the 1986-87 school year.

A Migrant Student's Plea

Barbara Martinage
Assistant
The State Education Department
Albany, New York

Dear Teacher:

I know you already have a full teaching load. I know I've missed a whole lot of the material because I arrived late in the school year. Still, I ask you to **please care about me while I'm here.** Don't "write me off" just because I may move again before this year is over.

You're wondering where to place me, what to teach me, even what special educational services I may need. Don't test me again until you've contacted the Migrant Tutorial Outreach Center which serves your school. Staff there will have any academic and health records available on the Migrant Student Record Transfer System (MSRTS). The MSRTS is a national data bank on migrant students. As you look at my records, *please see me, not just my test scores.* Can you imagine the number of teaching hours I've missed because of the many moves made by my family? Can you see that my test scores reflect gaps in my instruction and not necessarily that I have a learning disability? Take time to identify those skills I haven't been taught. Then, *please teach me before you label me!*

Did you see from my records how many different instructional series I've been working in? Can you imagine how many "teaching styles" I've had to adjust to? Complete your "new entrant screening" but *please be my advocate* for those "special educational services" I may really need. Remember, my best chance for improved achievement is with you as my instructional manager. If I'm assigned to "multiple special educational programs," please coordinate those services with your classroom program.

"On the road" it's hard for me to build healthy, strong peer relationships. Please provide me opportunities for friendships. See to it that I can participate in intramurals, choirs, and other special class events where "kids" interact socially. Remember my "camp home" doesn't have swings and green grass. There's no neighborhood to play in. I have to help my family in the fields, so please don't help me by taking away my recess period in order to provide "special educational help."

Please value me as I am, then my peers will accept me. My life experiences and culture may be different from those of the other students in your class, but they are rich. Build on them, understand them, and I will learn.

You wanted my parents to come to your parent-teacher conference. Because they couldn't afford to lose a day's pay when there was work in the fields, they didn't attend, and you thought it was because they don't care. In fact, they do care about me and they hold high hopes for my success in school. They want me to have choices about my future and not to be confined by the circumstances of the migrant life style.

Because my parents never had the opportunity to finish school, they don't read; therefore, they can't help me with my homework. I know how important you feel homework is. You include it as part of my marks. However, the only place in my camp home to study is at the table in the kitchen where my whole family gathers because the only other room is our bedroom where the younger children are sleeping. It's late when we get done in the field and by the time we eat, I'm ready for bed.

You see, what I need is for you to *please provide alternatives, not barriers to my achievement.* Provide time within the school day for homework, and I'll be able to master the skills in your lesson.

My future is in *your* hands! Please make it one of opportunity.

Sincerely,
Migrant Student

Residential Camping: A Therapeutic Model

Francine D. Halfon (615)
Head Counselor
Ramapo Anchorage Camp
Rhinebeck, N.Y.
M. Ed Student
Tufts University-Meford, MA

Imagine a place where children are laughing and playing; where children who have repeatedly met with failure are finding success; where children who have been social outcasts are making friends. Imagine a place where high school and college students can gain hands-on experience with special kids; where they can receive constant on-the-spot training; where they can be part of a diverse, exciting and supportive community. Ramapo-Anchorage Camp is such a place.

Ramapo Anchorage is a residential summer camp serving 150 children with a wide range of social, emotional, behaviorial and learning problems. Camp Ramapo is an acclaimed treatment and training program, yet it is unique in that if follows no formal theoretical model and there is not a single psychologist or psychiatrist on the staff. On the contrary, the counselors most directly in contact with the children are 17 to 22 year old students with little or no related experience, and the major therapeutic tools are 1:1 human contact and a highly structured environment.

One might question the effectiveness of such a short-term program. Do the benefits accrued in an 8 week period outweight the disruption of removing a child from his home environment? For most of our campers, the ideal of year-round programming is not a possibility. The alternative to camp would be a summer on the city streets or in front of a T.V. set. It is against this reality that camp must be evaluated.

In almost every instance, the camp experience produces positive results. Children have fun. They learn new skills and they have opportunities to feel good about themselves. I have seen children make friends, develop competencies and increase their self control. Many children make remarkable progress at camp in terms of social and activity skills, communication and behavior in general.

How does it work? What factors make Rampao so effectively therapeutic? The camp approach is pragmatic and reality oriented, attempting, through a highly structured environment, to offer campers a "normal summer camp experience" with success for all children as the underlying goal. The environment is structured to meet the individual needs of every camper and to provide children with non-threatening, non-competitive activities which foster competence, fun and skills for group interaction. The positive attitude of success permeates the camp atmosphere, but it can only take place because of the carefully planned organization and structure of the program and the effective and consistent behavior management. Every aspect of camp life is organized and well planned, from waking up, to activities, to mealtimes and showers. There is a set schedule to the day, and although the activities change, the basic format is constant seven days a week. This organization provides structure and security for children who are often quite disorganized, and this in itself helps them to perform more adequately.

Behavior management is handled in a matter of fact and consistent fashion. Rules are simple, clear and explicit and the consequences of breaking them are known. If a child wants to be part of the group, he is expected to behave appropriately. Since group activities are fun and rewarding, they serve as powerful motivation. Children learn that their actions have consequences and that socially appropriate behavior is ultimately more rewarding.

A general goal at camp is to prevent management problems before they occur through careful planning and structure. Positive behavior is constantly rewarded and negative behavior is minimized. Frequently, however, prevention and positive intervention are not enough and problems escalate. At such times, the use of the "third person," often a camp administrator, becomes an important management technique.

There are many advantages to the "third person" strategy. Often, the counselor, particularly the young or inexperienced counselor, is too angry, frustrated or emotionally involved to be therapeutic. The intervention of a neutral party enables the counselor and child to preserve a positive relationship while the less emotionally involved (and often more experienced) administrator is able to tolerate the childs rage and aggression and handle it in a productive manner. The counselor, therefore, is able to turn his full attention back to the activity and the children who are behaving appropriately.

While the initial goal of behavior management is to keep everyone safe and activities running smoothly, counselors and administrators take advantage of problem situations to address therapeutic issues and help children learn more adaptive ways of coping with problems. Campers are helped to clarify their feelings and determine alternatives for action (i.e. "You were really angry when he grabbed the ball. What else could you have done instead of punching him.) Although behavior management plans are individually tailored to the needs of particular children or bunk groups, the emphasis is always on conscious experience and present behavior rather than on intrapsychic or past issues.

The child care staff at Ramapo is unique in its size (over 150 counselors for 150 campers) and in its relative youth. Although having a young, inexperienced staff offers special challenges in supervision and training there are many advantages, both practical, in terms of salary, and theoretical. Young counselors have the enthusiasm and energy necessary for 24 hour-a-day work, and they often are more able to enjoy the children and treat them in an accepting and normalized fashion without being preoccupied with analytic and diagnostic issues. It is important, however, that the counselors have some understanding of behavior and the irrational, unconscious motives that often underlie it. Furthermore, a counselor must have some understanding of transferential and countertransferencial issues in order to understand the children's interactions and intervene effectively, as well as to understand the responses that children elicit in the counselor himself. This is an important part of the constant supervision that goes on at camp. All counselors participate in pre-summer orientation training, and supervision continues in formal and informal ways throughout the summer. Many counselors also participate in college courses that are given at camp. Supporting the counselors and maintaining staff morale is an important priority of the administration. Many Ramapo Anchorage counselors go on to successful careers in special education, social work or related human service fields.

For the troubled child, a summer at Ramapo offers an opportunity for fun, friendship, learning, adventure, and the building of self-esteem through successful experiences. Children are not "cured" at camp, but they come away with new skills and strengths, abilities and relationships.

My five summers of work at Ramapo have convinced me of the value of residential camping as a viable treatment alternative for a wide variety of children. With its emphasis on staff support, a high camper-staff ratio, structured and therapeutic behavior management and exciting activities, Ramapo Anchorage is a program which is successful both in its treatment of disturbed children and in its training of future child care professionals.

CEC Governmental Relations Report

Dr. Judith A. Bondurant-UT2
Governing Board Representative

The 64th Annual Convention in New Orleans was a resounding success. The general consensus was that session quality was excellent. Over 6,700 persons (plus exhibitors) attended the Convention making it the third largest since 1981.

Symposia under development focus on "Critical Issues for Low Incidence Populations" (Sept. 18-20, 1986, Atlanta, GA): "Ethnic and Multicultural Concerns (Nov. 21-22, 1986, Dallas, TX); and the gifted (date and location yet to be determined). "From Possibility to Actuality" is the theme of the 7th CEC Canadian Congress to be held in Regina, Saskatchewan, Oct. 8-11, 1986.

CEC has been awarded a contract by Special Education Program (SEP), U.S. Depts. of Education, which involves the design and implementation of a national plan for the purpose of sharing currently funded and completed SEP research projects. This project has focused its effort on: (1) abstracting, cataloguing, and disseminating information on currently funded SEP projects to policymakers, practitioners and teacher educators; (2) gathering the results of recently completed SEP funded projects for the purpose of disseminating the most current research findings to content appropriate audiences; and (3) assessing the contribution of special education research to policy and practice.

Two issues which will face the Board of Governors during the next year are the election procedures and the funding of a separate office for Canadian CEC members. Current election procedures include campaigning during convention week, candidates meeting with various caucuses, etc., and balloting by official convention delegates only. A proposed change is for resumes and photos of candidates to be published in *Exceptional Children* journal, along with a ballot for a mail-in vote by all members. The establishment of a Canadian office with an assistant executive director and their own banking was the recommendation of the ad hoc committee studying this proposal. However, I feel this lends itself to a great deal of controversy, and it is a proposal which carries great financial implications for CEC. Therefore, this proposal will require in-depth study and probably cannot be settled in the near future. These are but two issues facing the Board of Governors, but they are issues with which I feel members should become familiar and look into before they are brought to the voting stage.

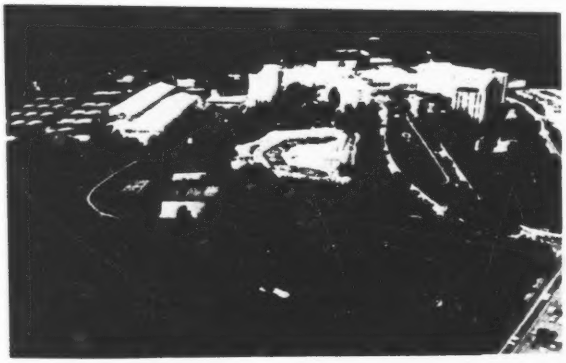
N.Y.S. ASSN. OF TEACHERS OF THE HANDICAPPED, INC.
THE COUNCIL FOR EXCEPTIONAL CHILDREN
AMERICAN ASSN. ON MENTAL DEFICIENCY

CONSORTIUM CONVENTION 1986

"Collaboration For Change: Mutual Strategies To Cope"

PROGRAM HIGHLIGHTS AND PREREGISTRATION

NOVEMBER 7-10, 1986



THE CONCORD RESORT HOTEL
KIAMESHA LAKE, NY

FRIDAY, NOVEMBER 7TH

FEATURE SPEAKER:	Clarence J. Sundram, Esq. Chairman, N.Y.S. on Quality of Care for the Mentally Disabled
TOPIC:	"Independent Oversite and Advocacy: Its Role in Improving Client Services and Achieving Systems Change"
TIME:	5:30 - 6:45

PROGRAM SCHEDULE

11:30 - 12:30	Workshop Session I
2:00	CONVENTION REGISTRATION
2:30 - 4:30	Round Table Discussion
4:00	Concord Hotel Registration, Exhibits Open
4:00 - 5:15	Executive Committee Meetings
5:30 - 6:45	Feature Speaker
7:00 - 10:00	Theme Dinner: PATRIOTIC PANORAMA

PROPOSED TOPICS

- Behavioral Management of the Aggressive Client
- Vendor Demonstrations (Specific Educational Products)
- Overview of Learning Disabilities
- Metacognitive Strategies in the Special Education Classroom
- Current Issues: Topics for Roundtable Discussion
- Technology for the Handicapped
- Attendance Improvement - Dropout Prevention
- The Community As A Resource in Teaching the Special Child
- Teaching Job Skills to Autistic Youth

SATURDAY, NOVEMBER 8TH

FEATURE SPEAKER:	Kurt Decker, National Lobbyist/AAMD, Washington, D.C.
TOPIC:	Federal Laws: Their Impact on State Decision Making
TIME:	10:45 - 12:15

PROGRAM SCHEDULE

8:30 - Noon	Registration
9:00 - 10:30	Workshop Session I
9:30 - 5:00	Exhibit Area Open
10:45 - 12:15	Feature Speaker
12:30 - 1:30	Lunch
1:45 - 3:00	Workshop Session II
3:15 - 4;30	Workshop Session III
4:00 - 5:30	NYSATH Annual Business Meeting
6:00 - 7:00	1986 Consortium Convention Cocktail Party
7:00 - 9:00	Banquet
9:00 - 10:00	CEC/AAMD/NYSATH Business Meetings
10:30 P.M.	Showtime

PROPOSED TOPICS

- 627 Regulations
- Partnerships for People
- Parents and Professionals Working Together
- Helping the Mentally Retarded Live With Grief
- Let's Take the Crisis Out of Aging Out
- The Fragile X Syndrome
- Literature for the LD Student
- Word Processing and the LD Student
- Use of an Efficient Questioning Strategy on the Performance of Learning Disabled Children
- Father and Child Experience (FACE) Project
- Fernald Technique
- Psychological Evaluation of the Special Client*

SUNDAY, NOVEMBER 9TH

FEATURE PANEL:	REPRESENTATIVES FROM: SED OFFICES: Elementary, Secondary and Continuing Education and Education of Children with Handicapping Conditions Board of Regents and a School District Superintendent (Specific Participants to be announced)
TOPIC:	Part 100 and Part 200 Regulations: "Are There Holes In Some Of The Parts?"
TIME:	11:00 - 12:15 P.M.

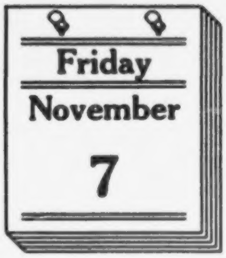
PROGRAM SCHEDULE

9:00 - 10:15	Workshop Session I
10:30 - 12:15	Feature Panel
12:30 - 1:30	Lunch
1:45 - 3:00	Workshop II
3:15 - 4:30	Workshop III
5:00 - 6:00	Wine and Cheese Reception
7:00 P.M.	Dinner

PROPOSED TOPICS

- Alternative Health Care
- Working With Parents With Intellectual Limitations*
- Recruiting the Religious Community as Respite Care Providers
- Sibling Networking
- Psychotropic Medication and Behavioral Management
- Training for Generalization
- Self-Esteem and Growth Through Special Olympics
- Prader-Willi Syndrome
- Developing Supervisory Skills
- The Transition Kindergarten Curriculum
- Research in Progress

*SPECIAL SESSION - LIMITED ENROLLMENT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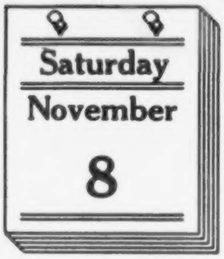
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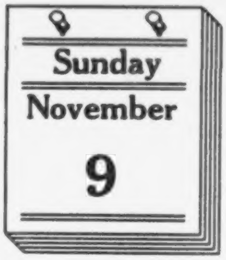
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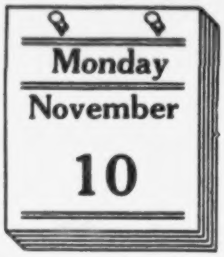
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ATTEND AND BRING A FRIEND

WORKSHOP STRANDS

Three theme areas will provide the framework for presentations. These Strands will be carried throughout the Convention schedule.

- **SERVICE DELIVERY:**
  - Agency
  - Classroom
  - Community
- **TRANSITION:**
  - Aging-In
  - Aging-Out
- **MODEL PARTNERSHIPS:**
  - School
  - Family
  - Community

FOR ADDITIONAL INFORMATION CALL:		Home	Office
Edith M. Loveman	(Consortium chair)	516-581-1515	516-421-1122
Neil Stoller	(NYSATH)	718-241-8749	718-257-2239
Sarah M. Anderson	(AAMD)	716-631-3373	716-878-4328
Tom Assenza	(CEC)	716-838-1847	716-662-0135

Workshops
&
Presentations

A FULL CONVENTION PROGRAM WILL BE MAILED DURING SEPTEMBER, 1986

Social
Events

Concord Resort Hotel Reservation Blank

CONSORTIUM CONVENTION 1986

N.Y.S. CHAPTERS OF A.A.M.D., C.E.C. and N.Y.S.A.T.H.
Friday - Monday, November 7-10, 1986

RATES & ACCOMMODATIONS

Main Building	**Daily Rate**	**Main Building**	**Daily Rate**
Concord Towers	☐ $90.00	Exec. Room, 2 Baths, TV	☐ $80.00
Superior Room, Pvt. Bath, TV	☐ $71.00	Standard, Pvt. Bath TV	☐ $65.00

*Students Only: Executive Room - 4 in Room ☐ **$38.00 (4 students must register to qualify.)**

The above rates are PER PERSON, PER DAY, based on two persons in each room, from after lunch on day of arrival until after lunch on the day of **departure, and includes 3 meals daily.**

3rd or 4th Adult in Room ..... ☐ **$52.00 Daily** Children (Under 16) in Room with Parents ☐ **$38.00**
Single Occupancy .... ☐ **Additional 50% to the above 2 in room rate**
One Night Stay Only ☐ **Add $10.00 to the above rate**

PLEASE MAKE RESERVATIONS FOR ______ PERSON(S) SAT ARRIVALS: Subject to Availability
NAME ____________ **ARRIVAL DATE** ____________ **DEPARTURE DATE** ____________
HOME ADDRESS ____________
STUDENTS: 1. ____________ 2. ____________ 3. ____________ 4. ____________
INSTITUTION: ____________ **PROGRAM** ____________
SIGNATURE OF ADVISOR: ____________

GRATUITIES: A charge of $9.20 per person, per day will be added to your bill to cover dining room personnel and room chambermaid. **Important Notice:** This reservation must be accompanied by a deposit of $50.00 per person, per room. **Mail by Oct. 2, 1986.** (Rooms are subject to availability beyond this date.) Deposits are refundable up to 72 hours prior to arrival. **Make checks** payable to the Concord Resort Hotel. **Mail Blank with Check to: Convention Reservation Department,** Concord Resort Hotel, Kiamesha Lake, New York 12751 Phone: 1-800-431-3850

CONSORTIUM CONVENTION 1986

Friday - Monday, November 7-10, 1986

CONVENTION PRE-REGISTRATION FORM

BY ATTENDING the 1986 Consortium Convention, you will have the benefit of expert information and dialogue. Why not be a part of the ever-growing network of professionals who will collaborate to develop strategies for coping with change. Attend and bring A FRIEND! Mail your Pre-Registration form today. **REDUCED FEE FOR PRE-REGISTRATION** (All fees will be increased by $5.00 for members and non-members and $2.50 for students during the conference.)

PLEASE CHECK	**MEMBERS**	**STUDENT***	**NON-MEMBERS**	**RETIRED MEMBERS**
FULL CONFERENCE	$20.00	$7.50	$25.00	$10.00
ONE DAY (check day below)	15.00	5.00	20.00	7.50

FRIDAY ____ SATURDAY ____

*Full time Students only

☐ SPECIAL NEEDS ☐ Dietary ☐ Equipment ☐ Accommodations ☐ Other
PLEASE SPECIFY ____________

Name .... Identification # ....
Address .... Phone (Area Code) ....
Institution .... Program ....
Advisor's Signature ....

AFFILIATION: ☐ AAMD ☐ CEC ☐ NYSATH ☐ Student ☐ None ☐ Presenter

REGISTRATION INSTRUCTIONS: (1) Check all items which pertain to you. (2) Only one person to each form. (3) Make your check or money order payable to Consortium Convention 1986. (4) Mail Pre-Registration Form and check/money order to: MARY LOU COURTRIGHT, 528 W. Franklin Street, Horseheads, N.Y. 14845, 607-739-2255

7/2/85-A-11M

Professional News

Dr. Lee Ann Truesdell (805)
Assistant Professor
Special Education Program
Department of Educational & Community Programs
School of Education
Queens College
of The City University of New York
Flushing, New York 11367

The New York State Council for Children with Behavioral Disorders (CCBD) has been approved as a state level division of National CCBD. The elected officers for the 1986-87 year include President, **Howard Muscott (45)**, Teachers College, Columbia; President-Elect, **Herb Foster (402)**, SUNY Buffalo; Vice President, **George Oliver,** Clarkstown Public Schools; Treasurer, **Tom McIntyre (248)**, SUC at Buffalo; Secretary, **Jeanine DiConsiglio (248)**, The League School, and Regional Representative, **Phil Lyons,** College at St. Rose.

The next meeting of NYS CCBD will be held at the symposium, FITTING THE PIECES TOGETHER: THE 2ND ANNUAL MULTIDISCIPLINARY. CONFERENCE ON CHILDREN AND ADOLESCENTS IN CONFLICT, it is sponsoring with the Department of Special Education at Teachers College, Columbia University, October 23-25, 1986. All members and interested parties are invited and encouraged to attend the CCBD meeting and become involved in the Council. Contract **Howard Muscott** (45), Department of Special Education, Box 223, Teachers College, Columbia University, New York, NY 10027, (212) 678-3865.

The symposium will be held at Teachers College. The speakers will include **James M. Kauffman** (VA 383) who will speak about **Education Behaviorally Disordered Students: Reflections on the Current Status of the Field: Frank Wood** (Minn 32), Sheldon **Braaton** (Minn 32), and **Robert Rutherford, Jr.** (Ariz 455) who will talk about *Fitting the Pieces Together: Programming and Services for Adolescents with Behavioral Disorders;* **Eugene Pernell** (Michigan 27) who will discuss *Turning Urban Schools Around for Black Students: Decreasing and More Effectively Serving Black Youngsters in Special Education Programs;* **Mary Margaret Kerr** who will discuss *Assessing Student Progress:* **Eleanor Guetzloe** (Fla 176) who will talk about *Adolescent Suicide; and* **Reece Peterson** (Neb 168), **Richard Simpson** (Kansas 436), **Sue Ellen McCalley** (Missouri 85), **Gerald Reynaud** (Missouri 93), and **Bill Boomer** (Kansas 76) in a courtroom drama entitled, *Educational Failure—Who's to Blame?* Other workshops will include: Assessment, Behavior Management, Teen Pregnancy, Correctional Education, Substance Abuse, Programming, and Minority Issues.

CHILDREN IN CRISIS, a conference co-sponsored by Buffalo Chapter of CEC (117) and the Association of New York State Educators for the Emotionally Disturbed, ANYSEED, will be held Friday, October 17, 1986 at D'Youville College in Buffalo. The keynote speaker will be **Dr. Virginia Rezmierski** (Mo 366), Director of the Intervention by Prescription Project, School of Education, University of Michigan. She will also conduct a workshop where she will discuss methods for impulse control. Other workshops will also be featured. For information, call **Dr. Charles Chrystal** (402) at (716) 878-5315.

New York CEC and (currently) 30 other organizations are co-sponsoring a conference on computing technologies for the handicapped. ACT—Access Thru Computer Technologies, Friday, April 3, through Saturday, April 4, 1987. Buffalo/Marriott Inn, 1340 Millersport Highway, Amherst, New York. Further information: ACT, 201 Computing Center, SUNY at Buffalo, Amherst, New York 14260.

The Down Syndrome Northeast Regional Coalition and five other professional organizations are sponsoring a conference—The Young Person With Down Syndrome: Transition From Adolescence to Adulthood. For information: Down Syndrome Coalition (914) 739-4085, Ms. Lorraine LaMothe (914) 877-6821 x 3280, Dr. Anthony Daddiego (1002) (718) 445-6031, Ms. Leslie Walker-Hirsch, and for hotels and housing Roger Dodge (914) 883-5319.

Summary of N.Y.S. CEC Executive Board Activities

Marlene Weschsler (805)
Acting Secretary

Summary of activities of the New York State Executive Board, New York Federation of Chapters of the Council for Exceptional Children, 1985-6

Meeting Dates: September 14, 1985 Marriott Motel, Buffalo, New York

October 24, 1985 Concord Hotel, Kiamesha Lake, New York

March 8, 1986 Staten Island Community College of New York

June 14, 1986 Airport Holiday Inn, Buffalo, New York

The Board is committed to advisement on issues involving legislation, education and the development of chapters around the state.

The membership includes professional and student members.

The Board supported several bills by soliciting letters from the membership: HR 3263 Gifted and Talented Education, HR 1523 Handicapped Children's Protection Act, the House Resolution 201 and the Senate Resolution 71 on the 10th Anniversary of PL 94-142. The Board protested the passing of the Gramm-Rudman-Hollings budget cuts with letters to Congressmen.

In October, at the Annual Conference in the Concord Hotel, workshops were held for the membership. Meetings of the Board and chapter representatives reviewed revisions of the Constitution. In order to have a more representative assembly, a stipend was offered to officers attending the Delegate Assembly and the Leadership Conference. Revisions approved were:

1. the Constitution upholds a unified membership so that all members of the Federaton are in good standing in the International Council of Exceptional Children.
2. the Representative Assembly shall have at least one meeting per year at the Annual Convention.
3. On Dissolution, monies retained by National should be made available to the chapters at the time of reorganization.

A decision was made to hold the conference at the Concord Hotel for three consecutive years with an evaluation at the end of that period.

The Conference, scheduled for November 7-9, 1986 at the Concord Hotel will be titled Mutual Strategies to Cope, and will include Looking at Transition and Aging Out, Legal Issues, Parent Education, etc. Leadership meetings held at the conferences, enables groups to share problems and successes. The Board members train leaders for more effective functioning of the individual chapters.

Board members and other leaders participated in the Annual Northeast Coalition Conference at Columbia University on January 25, 1986. An award was presented to Congressman Mario Biaggi, Legislator of the Year by the National CEC.

The Board voted to give the 1985 New York State Federation Legislator of the Year Award to Assemblyman Jose Serrano.

A donation was given to the CEC Foundation.

Two members of the board have been selected for National and Internation committee positions.

At the June 14th meeting, the officers who served this year stepped down and the 1986-7 officers took their places.

The next Executive Board Meeting will be held on September 14, 1986 at the Airport Holiday Inn in BUFFALO, New York.

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